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ABSTRACT

This manual on Early Childhood Services (E.C.S.) focuses on strategies for enhancing social skills in young children and describes 10 two-hour training sessions. The goals of the training are to help teachers understand and identify young children's social development difficulties; to offer guidelines for dealing with inappropriate behaviors; and to integrate the teaching of social skills with curriculum. The training sessions represent an approach wherein principles and strategies are presented and practiced, and classroom applications stressed. The sessions are described and written for delivery by distance education, but are adaptable for other modes of delivery as well. Following an introduction, the manual contains 10 sections dealing with: (1) social skills in the school; (2) good and poor social skills; (3) factors contributing to positive behavior; (4) prevention of negative behavior; (5) assessment of social skills development; (6) targeting good social skills; (7) tracking social skills--the integrated approach; (8) integration strategies; (9) problem solving approach to behavior management; and (10) social skills instruction and evaluation. Thirty-four handouts are included, as well as a bibliography and a reprint titled "Cognitive-Mediational Behavior Management" (H. C. Haywood and D. L. Weatherford). (LL)

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ENHANCING SOCIAL SKILLS IN THE CLASSROOM

(E.C.S. to Grade 3)

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A Manual for Instructors

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INTRODUCTION

Social skills are enhanced in the classroom through the teacher's approach to general classroom management, the teacher's responses to inappropriate behaviors, the teacher's integration of social skill goals with curriculum goals, and the incidental teaching of social skills by seizing the teachable moments.

The training sessions described in this manual are intended for regular class teachers of young children. Special education teachers will also find the information applicable in special settings. The focus is on strategies for enhancing social skills in Early Childhood Services (ECS) programs and in grade 1 to 3 classrooms.

The goals of the training are:

- to help teachers to gain greater understanding of the social development of young children
- to help teachers to identify difficulties in social development
- to give teachers guidelines for classroom management that will prevent some inappropriate behaviors and enhance social skill development
- to give teachers guidelines for interventions to deal with inappropriate behaviors in their classrooms
- to help teachers integrate the teaching of social skills in their classrooms
- to help teachers to assess the effectiveness of the teaching of social skills

The training sessions do not present a "program", but rather an "approach" to enhancing children's social skills in any classroom. Principles and strategies are presented and practised. Classroom applications are stressed. The authors of the training sessions have abstracted principles and themes from a wealth of information available in the field of social skill development and dealing with inappropriate behaviors.

The 20 hours of instruction described in the manual are divided into ten two-hour sessions. They are written for delivery by distance education (teleconferencing) to 10 - 15 teachers at a time, but are also intended to be adapted for other modes of delivery, for example:

- ten two-hour discussion groups as part of a school's professional development program for ECS to Grade 3 teachers
- four full day workshops for ECS to Grade 3 teachers (e.g., four week days or four Saturdays spread over a school term)
- two two-day workshops for ECS to Grade 3 teachers

The sessions are intended to be modified and used flexibly to meet the needs of the teachers and to fit the mode of delivery. The training and experience of the instructor is important. Creative use of the training package is encouraged. Although the materials are designed for use by a single instructor, they were developed by combining the expertise and experience of a teacher,

psychologist and social worker. Thus, a team of instructors could enrich the experiences for the participants (e.g., teacher and counsellor; teacher and psychologist; etc.). The role of the instructor is to facilitate the discussions and to ensure that key points are examined. Lecturing is minimized; participation is maximized. The readings and activities are designed to provide background information, to stimulate the sharing of relevant experiences by the participants and to provide practice in applying the information. The instructor must be very familiar with the total content at the outset of the training and would benefit from being a participant prior to attempting to facilitate the training sessions.

*NOTE: If the document will be used in settings other than a teleconferencing setting, Session One should be omitted or modified.

ACKNOWLEDGEMENTS

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SESSION ONE

SOCIAL SKILLS IN THE SCHOOL

PURPOSE:

It is intended that Session One will:

- allow participants to become acquainted and comfortable, to have opportunities for input into their learning, and to appreciate that the content of the training sessions will be relevant to their needs.
- establish the concerns of the participants and relate them to the objectives of the sessions.
- establish the importance of the development of social skills in young children and the significant role of the school context in social/affective development.
- give participants opportunities to discuss their concerns and views as the rationale for the session is developed.

TIME:

2 hours.

READING ASSIGNMENT:

Students' Interactions - Developmental Framework: Social Sphere (Alberta Education, 1988)

Intended Learning	Activities	Resources
Participants will be able to: A. use the teleconference equipment (if applicable) TIME: 20 minutes	Individuals introduce themselves	Handout 1
B. describe some concerns teachers express about enhancing social skills TIME: 45 MINUTES	Concerns-based assessment • individuals • pairs • small groups • feedback • summary	Handout 2
C. describe the objectives of the sessions, outline and expectations (grading procedure) - if applicable TIME: 15 minutes	Informal talk	Handout 3
D. 1. list some reasons why social skills are important 2. describe the importance of the school context for the development of social skills TIME: 35 minutes	Quiz • individuals • pairs • small groups • conclusions	Handout 4
E. complete the home activities TIME: 5 minutes	Informal talk	Handout 5

A. INTENDED LEARNING: **Participants will be able to use the teleconference equipment (if applicable).**

Time: 20 minutes

BACKGROUND FOR THE INSTRUCTOR:

It is very important for the participants to practice using the equipment and to become acquainted and more relaxed. Making a personal connection through sharing an autobiographical sketch of yourself is also key to being effective as an instructor using the teleconference technology. The information shared in the introductions will also be useful in forming small groups of shared interest/experience (if possible) and in determining the diversity of the participants.

RESOURCE: Handout 1 (Autobiographical sketch of instructor/participants)

INSTRUCTIONAL ACTIVITIES:

1. Introduce yourself (background, training, interests)

2. Explain teleconference equipment (if applicable).

3. Ask participants to introduce themselves (name, profession, age/grade of students they work with) - use teleconference equipment (if applicable).

   NOTE: Record grade levels taught by participants to use for grouping for discussion purposes.

B.	**INTENDED LEARNING:**	**Participants will be able to describe some concerns teachers express about social skill development.**
	Time: 45 minutes	

BACKGROUND FOR THE INSTRUCTOR:

The concerns-based assessment provides further opportunities for the participants to become acquainted and comfortable, and provides opportunities for them to have input into their learning. More importantly, this approach reveals to you the primary concerns and interests of the participants. For effective learning, you must relate the objectives of the training sessions and content to the concerns expressed by the participants - they must feel that what will be presented will be relevant, useful, and meaningful to them. If there are concerns which will not be addressed in the sessions, let the participants know at the outset. Offer to provide readings, resources, or direction for them to obtain further assistance with the concerns which will not be addressed.

RESOURCE: Handout 2 (Participants' Concerns: Social Skills)

INSTRUCTIONAL ACTIVITIES:

1. Participants complete the statement:

   When I think about enhancing the social skills of children in my classroom, I am most concerned about ... You have 5 minutes.

2. Instructions to participants:

   "Please turn to a partner and discuss the concerns you have expressed. Add to your own list of concerns. Take 5 minutes."

3. Pairs form into small groups for discussion.

   Instructions to participants:

   "Discuss the concerns you have identified as pairs and prioritize your concerns. Be prepared to report back to the large group with THREE concerns that you agree are most important. You will have 15 minutes to come to agreement about the three most important concerns."

4. Ask a spokesperson for each small group to report the three concerns which were priorities for his/her group. Record the concerns of each group.

5. Conclusion:

   Note similarities and diversity in concerns expressed. Relate them to objectives of the sessions (which concerns will be addressed).

C.	**INTENDED LEARNING:**	**Participants will be able to describe the objectives of the sessions, outline, and expectations.**
	Time: 15 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Participants will feel most comfortable if the expectations for the training sessions are well described before content is presented. Clearly articulate the objectives, structure, and expectations of the sessions.

RESOURCE: Handout 3 (Outline and Overview of Sessions)

INSTRUCTIONAL ACTIVITIES:

1. Review the objectives of the training sessions (relate back to the concerns expressed by the participants).
2. Review the outline.
3. Review the expectations (grading), if applicable.

D.	**INTENDED LEARNING:**	**Participants will be able to:**
		1. list some reasons why social skills are important.
	Time: 35 minutes	**2. describe the importance of the school context for the development of social skills.**

BACKGROUND FOR THE INSTRUCTOR:

Participants come to the sessions with a wealth of practical experience and background knowledge. You will be able to draw on their knowledge and experience and avoid lecturing to provide the rationale for the training sessions. The Social Skills Quiz (Handout 4) contains statements based on current research about the importance of social skills to school success, and to outcomes later in life. Expert opinion related to the importance of the school context for the development of social skills is also presented in the statements.

Participants will have the opportunity to become familiar with the basic conclusions presented in the quiz, to relate these statements to their knowledge and experience, and to justify their agreement or disagreement with the statements.

Explanations, research references, and resources to back up each statement are provided for you below. Be prepared to provide the information as required by the participants.

Social Skills Quiz Background:

All of the information statements contained in the social skills quiz are true. In order to expand on these statements and their validity, the following background information is provided:

Background for Questions 1 through 4

Each of these statements indicates that children who lack appropriate social behaviors will probably experience social isolation, rejection, and overall diminished happiness. Research further indicates that there is a strong relationship between social competence in childhood and subsequent social, academic, and psychological functioning in adolescence and adulthood (Michelson et al., 1983). Given that social skills are critically important to a child's present and future social adaptation, there is a strong rationale supporting the need for teaching these skills to children at a young age in order to prevent and remediate social skill deficiency (eg., Urbain, 1985).

Background for Question 5

Urbain, (1985), states that friendships in childhood can play an important role in a child's social development. The peer group is important for several reasons: "(1) in providing emotional support and a sense of belonging, (2) providing information about cultural norms and values, (3) learning about self-control and the limits of aggression, and (4) providing appropriate norms for sex role behavior." Friendships, therefore, aid in a child's social development. In order to acquire friendships, children must possess adequate social skills that lead to acceptance by the peer group. The child who presents with good social skills is more likely to be accepted by peers and

is subject to receiving positive reinforcement for these actions. The child who lacks social skills, however, is more often rejected by the peer group and is denied the opportunity to learn appropriate behavior and receive positive reinforcement. The rejected or isolated child is, therefore, `at risk' for developing social adjustment problems. A further rationale, therefore, for teaching social skills rests on the premise that they are necessary in acquiring peer acceptance which can lead to good social adjustment (Michelson et al., 1983).

Background for Question 6

As previously noted, social skills affect how a child is perceived by his/her peers and can either result in acceptance or rejection. Likewise, a child's social skills can also affect the manner in which he/she is perceived and responded to by a teacher. A child who is socially competent, creative, achieves academically, and performs well cognitively, is more likely to be positively responded to by a teacher. Research indicates that social skills do play an integral role in each of these areas of classroom performance, and that the child who lacks these skills may not receive positive teacher attention and reinforcement (Michelson et al., 1983).

Background for Question 7

Social skill deficiencies become especially problematic when a child begins attending school. It is here, for the first time, that a child will be required to get along with a large group of children in a structured setting. The child lacking in social skills may have difficulty adapting to expectations in this social environment. Without intervention, behavior may become inappropriate (i.e., aggressive or withdrawn) (Cartledge and Milburn, 1986).

Background for Questions 8 and 9

It is impossible to teach a child the right way to behave in every possible social encounter. Instead, the child should be taught how to think through social interactions such that he/she is able to come up with a series of alternative behaviors and choices that could lead to positive outcomes. The right way for one child to behave, may not necessarily be the right way for another. Problem solving is an approach that each child adapts to suit his/her individual needs and abilities. It can be applied in all social interactions. Teaching children specific social skills (e.g., listening) will improve their ability to achieve positive outcomes in these situations (Camp and Bash, 1981).

Background for Question 10

Social skills teaching involves cognitive and affective dimensions as well as behavioral aspects. Cognitive dimensions may include negative expectations, self-defeating thoughts, deficits in social perception and discrimination. Affective dimensions refer to feelings such as anxiety and fear of failure. These feelings may be seen in a child's outward behavior, ranging from anger and aggression to shyness. The expression of either or both of these dimensions by a child, can interfere with his/her performance of appropriate social skills. In teaching social skills then, it is very important to take into account not only overt behavior but also cognitive and affective dimensions (Cartledge and Milburn, 1986).

Background for Question 11

Research has indicated that the exposing of a child to models of appropriate social behavior and the teaching of specific social skills at an early age, may enhance a child's personal development and prevent more serious difficulties in adolescence and adulthood (Michelson et al., 1983). Similarly, Urbain (1985) notes that many children do not acquire important social skills by the time of school entry, and it is critical to teach skills at this early age in order to offset the possibility of later adjustment problems.

Background for Question 12

It is critical to teach social skills since many children who enter school have not learned skills that will lead to success in social interactions (McGinnis & Goldstein, 1984). Some reasons for this are: (1) The child may not know what is appropriate, (2) The child may be familiar with a skill but lack the opportunity to consistently use it, (3) The child's emotional responses may inhibit appropriate behavior, (4) The child may have been reinforced for the performance of undesirable behaviors.

Background for Questions 13, 14, and 15

All interactions should be looked upon as opportunities for children to improve their social behavior. Many social skills programs require the planned and systematic teaching of social skills at specific times. However, if the goal is to transfer these skills to other environments, then the teacher must emphasize the use of incidental teaching in these natural environments. As Jackson et al. (1983) note, social environments have a much greater impact than any contrived training experience. Further, research has indicated that behavior is often situation specific. It can therefore be difficult to get the child to generalize it, for example, to the playground, hallways, or lunch room. This is not to say that social skills should not be taught in a planned, systematic manner. To the contrary, the child may initially need a formalized introduction to a skill. Incidental teaching, or grabbing the 'teachable moment' simply indicates the need to generalize instruction when events in a child's life reveal a need for such teaching.

Background for Questions 16

Schools are believed to provide a logical setting for teaching social skills. It is here that appropriate behavior becomes very important if the child is to achieve social and sometimes academic success. Children are required to spend a great deal of time with their peers and are expected to adapt their behavior depending on the setting (i.e., the classroom requires different behaviors than does the playground). The child is provided with numerous models of social behavior. The teacher is able to view the child in natural situations and to intervene and teach when necessary (Cartledge and Milburn, 1986).

Background for Questions 17 and 18

We note that the child who has socially appropriate behavior tends to elicit positive responses from peers and teachers. The child who is rejected by either party loses the opportunity for exposure to models of appropriate social behavior and will therefore be at risk for developing social adjustment problems in adulthood. Research indicates that children often imitate and learn social behavior modelled by individuals whom they respect and view as powerful. The teacher can serve

as one such model and should use his/her position for this purpose. The teacher can intentionally shape and reinforce a child's social behavior by modelling social skills and positively reinforcing their occurrence in the child. Acknowledgment and encouragement from the teacher is also a model to other students as to how their peers should be treated (Cartledge and Milburn, 1986).

Background for Question 19

The increase in the incidence of social and behavioral problems in the classroom has found many teachers assuming greater responsibility for teaching these skills. As Jackson et al. (1983) note, teachers are facing the reality that social skills must be taught in addition to academics since instruction is impossible without them. It has been stated that the teaching of social skills is the hidden curriculum in the classroom. There is now a need to make it explicit and to offer the teacher the necessary information and training in order to address this need.

RESOURCE: Handout 4 (Social Skills Quiz)

INSTRUCTIONAL ACTIVITIES:

1. Ask participants to complete the Social Skills Quiz (Handout 4).

2. Ask participants to turn to a partner and discuss items on which they were two or more points apart on the scale of agreement/disagreement.

3. Ask pairs to form into small groups.

4. Instructions to participants:

   "Discuss items on which there has been disagreement. Come to a consensus on these items. Be prepared to report your discussions to the large group in 15 minutes."

5. A spokesperson from each group reports which items they argued on. You give the research evidence supporting the statement.

6. Conclusions:

   Summarize the importance of social skills and the role of the school context.

E. INTENDED LEARNING: **Participants will be able to complete the home activity.**

Time: 5 minutes

RESOURCE: **Handout 5 (Home Activity)**

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Identify two children in your classroom - one whom you judge to have good social skills and one whom you judge to have poor social skills. List the characteristics of the child with good social skills and the characteristics of the child with poor social skills. Bring your descriptions to the next session for discussion. These descriptions will help us to define social skills and to identify the social skills important in ECS to Grade 3 classrooms. "

2. Reading Assignment: Students' Interactions - Developmental Framework: Social Sphere (Alberta Education, 1988)

Handout 1

AUTOBIOGRAPHICAL SKETCH OF INSTRUCTOR/PARTICIPANT(S)

Handout 2

PARTICIPANTS' CONCERNS: SOCIAL SKILLS

Handout 3

OUTLINE

Rationale:

There is growing evidence that each year, more Alberta children in regular classroom programs are at risk of, or are demonstrating, behavioral disorders and emotional disturbances, and that they are demonstrating these problems in progressively younger age groupings. Research which documents the relationship between social skill development and positive outcomes in school and later years is growing. There is a need to train regular and special education teachers to deal proactively and directly with at-risk and behavior disordered children.

Objectives:

To help teachers to gain greater understanding of the social development of young children.

To help teachers to identify difficulties in social development.

To give teachers guidelines for classroom management that will prevent some inappropriate behaviors and enhance social skill development.

To give teachers guidelines for interventions to deal with inappropriate behaviors in their classrooms.

To help teachers to integrate the teaching of social skills in their classrooms.

To help teachers to assess the effectiveness of the teaching of social skills.

Target Audience:

Regular class teachers, ECS through Grade 3.

Evaluation:

Attendance at sessions.

Completion of home activities.

Handout 3 (pg. 2)

OVERVIEW OF SESSIONS

Dates/Topics of 10 sessions to be listed.

Bibliography:

In the Handbook

Handout 4

SOCIAL SKILLS QUIZ

Circle your degree of agreement/disagreement using the following numbered scale:

strongly agree	agree	undecided	disagree	strongly disagree
5	4	3	2	1

1. Children who are socially isolated or rejected by their peers are 'at risk' for developing social adjustment problems later as adolescents and adults.

   5 4 3 2 1

2. A child's interpersonal behavior plays a vital role in the acquisition of social, cultural, and economic reinforcers.

   5 4 3 2 1

3. Children who lack appropriate social behaviors experience social isolation, rejection, and overall diminished happiness.

   5 4 3 2 1

4. Social competency is of critical importance in both the present functioning and future development of the child.

   5 4 3 2 1

5. Peer acceptance and popularity appear to play an important role in childhood socialization.

   5 4 3 2 1

6. Social skills not only affect peer relations but can also have notable effects on positive teacher attention and reinforcement towards the child.

   5 4 3 2 1

7. Social skills deficiencies become especially problematic when a child begins attending school.

   5 4 3 2 1

Handout 4 (pg. 2)

8. The goal of social skills training is to increase the number of alternatives and skills the child has to use, not to teach the 'right way' to behave all of the time.

   5 4 3 2 1

9. Social skills training involves the teaching of responses that can help to improve one's ability in interpersonal situations.

   5 4 3 2 1

10. Social skills teaching involves cognitive and affective dimensions as well as behavioral aspects.

    5 4 3 2 1

11. It is important to develop programs for early detection and prevention/remediation of peer relationship problems.

    5 4 3 2 1

12. Teaching social skills is important because many children do not acquire critically important social abilities without them.

    5 4 3 2 1

13. Social skills can be taught in a planned, systematic way, combined with seizing the 'teachable moment'.

    5 4 3 2 1

14. All interactions are opportunities for children to improve their social behavior.

    5 4 3 2 1

15. The incidental teaching of social skills should be emphasized.

    5 4 3 2 1

16. Schools provide a logical setting for peer-oriented intervention programs.

    5 4 3 2 1

17. Social behaviors can and should be taught as part of a school curriculum.

5 4 3 2 1

18. The style with which the teacher interacts with children has a dramatic impact on their acquisition of new skills.

5 4 3 2 1

19. Teachers are increasingly assuming greater responsibility for teaching appropriate social and behavioral skills to their students.

5 4 3 2 1

Handout 5

HOME ACTIVITY

Identify two children in your classroom - one whom you judge to have good social skills and one whom you judge to have poor social skills. List the characteristics of the child with good social skills and the characteristics of the child with poor social skills. Bring your descriptions to the next session for discussion. These descriptions will help us to define social skills and to identify the social skills important in ECS to Grade 3 classrooms.

SESSION TWO

GOOD AND POOR SOCIAL SKILLS

PURPOSE:

The importance of social skills and the significance of the school context were established in Session One. In the second session, social skills will be examined in detail. The participants will again have the opportunity to bring their background knowledge and experience to the discussion. They will discuss what they feel are indicators of good and poor social skills. A definition of social skills will be established.

A developmental perspective will be presented to establish shared expectations for the ECS to Grade 3 age range.

TIME:

2 hours.

Intended Learning	Activities	Resources
Participants will be able to: A. describe their current approaches to social difficulties TIME: 10 minutes	Individual exercise	Handout 6
B. 1. describe some of the skills which teachers describe as 'good' social skills 2. describe some of the skills which teachers describe as 'poor' social skills TIME: 30 minutes	Discussion of home activity	Handout 5
C. define social skills TIME: 25 minutes	Small group activity	Handout 7
D. describe important aspects of the social/affective development of children in ECS to Grade 3 TIME: 50 minutes	Complete quiz Discussion Informal talk	Handout 8
E. complete the home activity assignment TIME: 5 minutes		Handout 9 and 10

A.	INTENDED LEARNING:	Participants will be able to describe their current approaches to social difficulties.
	Time: 10 minutes	

BACKGROUND FOR THE INSTRUCTOR:

In order to evaluate teacher change over the course of the training sessions, a baseline of participants' current approaches to social difficulties will be obtained. Participants will describe their current responses to social difficulties. At the end of the training (Session Ten), they will be asked to describe their responses to the same scenarios. They will examine changes. Have they learned new strategies? Would they use different approaches?

RESOURCE: Handout 6 (Classroom Behavior)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to Participants:

   "Handout 6 describes situations frequently observed in school contexts. Select two scenarios and for each write down your definition of the problem, how you would respond to it, and how you would plan for this child in the future. Work individually." (8 minutes)

2. Instruct participants to put their responses into their handbooks. They will be discussed in a future session (Session Ten, B).

B.	**INTENDED LEARNING:**	**Participants will be able to:**
		1. describe some of the skills which teachers describe as 'good' social skills.
	Time: 30 minutes	**2. describe some of the skills which teachers describe as 'poor' social skills.**

BACKGROUND FOR THE INSTRUCTOR:

The discussion of good and poor social skills will lead the participants to examining these areas and their expectations in detail. Some of the discussion may lead to the identification of 'misbehaviors'. General principles of classroom management, and defining and dealing with inappropriate behaviors in the classroom, will be addressed in depth in Sessions Three and Four. Why children may be presenting with poor social skills may also arise in the discussion and will be addressed directly in Session Six. Affective dimensions may also be used as descriptors (e.g., shy, withdrawn, frustrated, anxious, angry, aggressive, sad, happy, trusting). Affective issues (i.e., the feeling dimension) is closely intertwined with interpersonal interaction and will be considered throughout the discussions. To feel comfortable in facilitating this session, you should be very familiar with the total content of the training sessions and particularly with the diversity of skills considered to be 'social' skills.

RESOURCE: Handout 5 (Home Activity)

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in small groups to discuss their homework assignment.

2. Instructions to participants:

   "List the characteristics you have used to describe the students you judge to have `good' social skills. Which characteristics do you agree on? Be prepared to report back to the large group in 10 minutes."

3. A spokesperson for each group reports the characteristics of 'good' social skills agreed upon in his/her group.

4. Arrange participants in small groups.

5. Instructions to participants:

   "Share your descriptions of children with `poor' social skills. Which characteristics do you agree on? Be prepared to report back to the large group in 10 minutes."

6. A spokesperson for each group reports the characteristics of 'poor' social skills agreed upon in his/her group.

7. Conclusions: Summarize key points.

8. Follow-up: Type lists of characteristics to distribute to participants at a later session.

C. INTENDED LEARNING: Participants will be able to define social skills.

Time: 25 minutes

BACKGROUND FOR INSTRUCTOR:

Handout 7 presents several definitions of social skills found in the literature. Participants will examine the definitions and generate their own definitions. Several factors are important in defining social skills:

Social skills:

- are learned.
- are defined largely by their outcomes, i.e., their contributions to acceptance by others and positive responses by others.
- are complex, and include observable and non-observable cognitive elements (expectations, thoughts).
- are influenced by situational variables (e.g., age, sex, status of the other person).

The complexity of social skill development must be recognized. Many factors influence social skill development. The whole child and factors in the child's social environments must be considered, (e.g. cognitive development, affective development, home factors, school expectations, relationships with adults, relationships with peers, etc).

RESOURCE: Handout 7 (Definitions of Social Skills)

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in small groups to discuss Handout 7.
2. Instructions to participants:

   "Review the definitions of social skills presented in Handout 7 to find the common elements cited by people with expertise in this area. Generate your own definition of social skills including the common elements. Be prepared to report back to the large group in 15 minutes."

3. A spokesperson for each group presents the group's definition of social skills.
4. Conclusions: Summarize similarities across definitions. Review key points outlined above in the background for instructor.

D.	INTENDED LEARNING:	Participants will be able to describe important aspects of the social/affective development of children in ECS to Grade 3.
	Time: 50 minutes	

BACKGROUND FOR INSTRUCTOR:

It is important for the participants to review their knowledge about the social/affective development of children in the ECS to Grade 3 age range. To avoid lecturing on this topic, a quiz has been developed to summarize some key ideas that participants need to keep in mind in viewing the social interactions of young children. By completing the quiz and discussing the items, participants will be focused on affective and social development. The Reading Assignment from Session One provides futher background. All of the items are true statements.

Emphasize:

- the different rates of development of children
- the need to accommodate varying levels of development in any one class
- the influence of all areas of development on social skill development (e.g., cognitive, language, affective, ...)

RESOURCES: Background reading for instructor and participants: Students' Interactions - Developmental Framework: Social Sphere (Alberta Education, 1988)

Handout 8 (Social/Affective Development Quiz)

INSTRUCTIONAL ACTIVITIES:

1. Ask participants to complete the quiz (Handout 8) individually.
2. Ask participants to turn to partners and discuss items on which they were two or more points apart on the scale of agreement/disagreement.
3. Ask pairs to form into small groups.
4. Instructions to participants:

   "Discuss items on which there has been disagreement. Come to a consensus on these items. Be prepared to report your discussions to the large group in 15 minutes."
5. A spokesperson from each group reports which items they argued about. You give feedback (all items are true statements).
6. Summarize discussion.

E.	**INTENDED LEARNING:**	**Participants will be able to complete the two home activities.**
	Time: 5 minutes	

RESOURCES: Handout 9 (Home Activity, Attention) and
Handout 10 (Home Activity, Self-Reflections)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Pick a child in your class whom you have identified as having poor social skills."

2. Each time you attend to this child, stop and consider whether you have paid attention to:

   a. a behavior that you would like to see again (i.e., co-operating, listening, being polite), or

   b. a behavior that you would not like to see again (i.e., blurting out, getting out of seat, daydreaming).

   Remember, attention does not only have to be given verbally, it can be a smile, a nod, a written note, a thumbs up sign, etc.

3. If you paid attention to (a), then place a check mark in the column marked 'positive attention' on the attached reporting form. If you paid attention to (b), then place a check mark in the column marked 'negative attention'.

4. Do this exercise for one week, 10 minutes each day. Pick a time period when you usually observe evidence of this child's poor social skills.

5. Handout 10 contains questions to guide some self-reflections to be completed for the next session. These self-reflections are important in setting the stage for a discussion of behavior management in the classroom, and the implications for social skills development.

Handout 6

CLASSROOM BEHAVIOR

Select two of the following scenarios. Write a short paragraph explaining how you would handle two of these situations at the present time. Include what you believe the problem behavior is, what your response would be and how you may attempt to plan for this child in the future.

1. The group is preparing to enter the classroom. Most of the children are quietly finding their partners and lining up. One child begins to push and shove, complaining about having to wait.

2. During circle time, two children begin to tease a third child. This child approaches you and attempts to sit on your lap.

3. During recess, you notice one child who is rather shy and withdrawn sitting against a wall and watching a group of children play.

4. While you are teaching a lesson, one child consistently blurts out answers and talks to himself/herself.

5. Two children are assigned to do an activity together. You notice that one child is controlling the situation by telling the other what he/she should and should not do.

Handout 7

DEFINITIONS OF SOCIAL SKILLS

Combs and Slaby (1977) defined social skills as "the ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial, or beneficial primarily to others."

Morgan (1980) points out that not only do social skills involve the ability to initiate and maintain positive interactions with other people, but they also include "the ability to achieve the objectives that a person has for interacting with others ...The more frequently, or the greater extent to which a person achieves his objectives in interacting with others, the more skilled we would judge him to be."

Eisler and Frederickson (1980) describe social skills as having both observable and non-observable cognitive elements. They note "the latter include expectations, thoughts, and decisions about what should be said or done during the next interaction", and abilities such as the accurate perception of the other person's thoughts and wishes or intentions, or insight, into which response will be most likely to influence his or her partner's opinion.

Cartledge and Milburn (1986) state that, "social skills are socially acceptable learned behaviors that enable the person to interact with others in ways that elicit positive responses and assist in avoiding negative responses from them". (p.7)

Michelson et al. (1983): "Social skills are generally regarded as a set of complex interpersonal behaviors. Appropriate `good' social skills lead to the greatest amount of personal and interpersonal satisfaction on both a short and long term basis. The term skill is utilized to indicate that social competence is not a global personality trait but rather a set of learned and acquired behaviors".(p.2)

Reprinted with permission of Michelson, L. Sugai, D.P., Wood, R.P., & Kazdin, A.E. (1983). Social Skills Assessment and Training With Children. New York: Plenum Press.

Michelson et al. (1983) state that the following components are essential to an understanding of social skills:

1. Social skills are primarily acquired through learning (e.g., observation, modelling, rehearsal, and feedback).

2. Social skills comprise specific and discrete verbal and non-verbal behaviors.

3. Social skills entail both affective and appropriate initiations and responses.

4. Social skills maximize social reinforcement (e.g., positive responses from one's social environment).

5. Social skills are interactive by nature and entail both affective and appropriate responsiveness (e.g., reciprocity and timing of specific behaviors).

6. Social skill performance is influenced by the characteristics of the environment (i.e., situational specificity). That is, such factors as age, sex, and status of the recipient affect one's social performance.

7. Deficits and excesses in social performance can be specified and targeted for intervention. (p.3).

Reprinted with permission of Michelson, L., Sugai, D.P., Wood, R.P., & Kazdin, A.E. (1983). Social Skills Assessment and Training With Children. New York: Plenum Press.

Handout 8

SOCIAL/AFFECTIVE DEVELOPMENT QUIZ

Circle your degree of agreement/disagreement using the following numbered scale:

strongly agree	agree	undecided	disagree	strongly disagree
5	4	3	2	1

1. The development and use of social skills depends upon both affective and cognitive processes.

   5 4 3 2 1

2. The affective domain concerns emotions, how we feel.

   5 4 3 2 1

3. Young children typically recognize and have the verbal labels for only a few emotions (happy, sad, bad, mad).

   5 4 3 2 1

4. Basic awareness of primary feelings (happy, angry, sad, scared) increases between three and six years of age followed by an increased ability to understand and differentiate a range of emotions.

   5 4 3 2 1

5. Emotional responses (anxiety, fear of failure) can interfere with the performance of appropriate social behaviors.

   5 4 3 2 1

6. Withdrawn/passive children and aggressive children both act inappropriately in their social environment and experience fewer positive social responses from others.

   5 4 3 2 1

Handout 8 (pg. 2)

7. Awareness of social expectations increasingly influence young children's affective responses — they become aware of emotions which are appropriate for public expression, and those appropriate only in private.

   5 4 3 2 1

8. During the early school years, the perspectives of others begin to influence the child's judgements and behaviors.

   5 4 3 2 1

9. Children move from egocentrism (inability to see the perspective of others), to recognition that others may have a different perspective, to thinking about one's own perspective and the perspective of others.

   5 4 3 2 1

10. A sense of empathy is essential to peer and adult acceptance.

    5 4 3 2 1

11. Empathy involves recognition and discrimination of feelings, awareness of the perspective of others and awareness of one's own emotions.

    5 4 3 2 1

12. Not all children develop socially at the same rate.

    5 4 3 2 1

13. Social skills deficiencies become most apparent and problematic when children begin to attend school.

    5 4 3 2 1

14. Most affective education programs begin with teaching children how to identify and label the emotions of others. They are then taught ways to express a variety of feelings under varying conditions.

    5 4 3 2 1

Handout 9

HOME ACTIVITY

Observation of Social Behavior in the Classroom

1. Pick a child in your class whom you have identified as having poor social skills.

2. Each time you attend to this child, stop and consider whether you have paid attention to:

   a. a behavior you would like to see again (i.e., co-operating, listening, being polite), or

   b. a behavior that you would not like to see again (i.e., blurting out, getting out of seat, daydreaming).

Remember, attention does not only have to be given verbally, it can be a smile, a nod, a written note, a thumbs up sign, etc.

3. If you paid attention to (a), then place a check mark in the column marked 'positive attention' on the attached reporting form. If you paid attention to (b), then place a check mark in the column marked 'negative attention'.

4. Do this exercise for one week, 10 minutes each day. Pick a time period when you usually observe evidence of this child's poor social skills.

Handout 9 (pg. 2)

POSITIVE ATTENTION
(I paid attention to something that I want this child to do again)

NEGATIVE ATTENTION
(I paid attention to something that I do not want this child to do again)

Handout 10

HOME ACTIVITY
SELF-REFLECTIONS

1. The characteristics I possess that make me a positive social role model are:

2. I show respect for my students by:

3. My students show respect for me by:

4. The classroom social behaviors that I value most are:

5. I communicate these expectations to my students by:

Handout 10 (Pg. 2)

6. I get to know my students and their individual needs by:

7. I actively involve my students by:

8. I encourage students to behave appropriately by:

9. I discourage inappropriate behavior by:

10. I feel my expectations are fulfilled when:

11. I feel good about myself as a teacher when:

SESSION THREE

FACTORS CONTRIBUTING TO POSITIVE BEHAVIOR

PURPOSE: Many social interaction difficulties and misbehaviors can be dealt with by good classroom management. Inappropriate behaviors, troublesome behaviors or misbehaviors can also be used as teaching opportunities to develop social skills. In Session Three participants will examine how they give attention to children, examine factors which contribute to a positive classroom atmosphere, define troublesome behaviors and generate classroom rules.

TIME: 2 hours.

READING ASSIGNMENTS: Handout 25, Section 6
Appendix (Cognitive - Mediational Behavior Management)

Intended Learning	Activities	Resources
Participants will be able to:		
A. 1. describe how they give attention to, and the impact of attention on, the development of social skills TIME: 25 minutes	Discussion of home activity	Handout 9
2. describe ways of giving positive feedback and approval to a child TIME: 5 minutes	Informal talk	Handout 11
B. describe factors which contribute to a positive classroom atmosphere TIME: 30 minutes	Small group discussion Informal Talk	Handout 10
C. 1. define behaviors that are trouble-some 2. determine why the behaviors are troublesome TIME: 30 minutes	Individual activity Group discussion	Handout 12
D. generate three or four classroom rules TIME: 20 minutes	Informal talk	Handout 13

A.	INTENDED LEARNING:	**Participants will be able to describe how they give attention to, and the impact of attention on, the development of social skills.**
	Time: 25 minutes	

BACKGROUND FOR INSTRUCTOR:

Attention given to undesirable behaviors can result in a decrease in pro-social behaviors. In essence, the child is more likely to perform those behaviors that get attention. Attention then, serves to reinforce a behavior, reinforcement being an action or event following or during an activity, which increases the probability that a behavior will occur again. Probably the most important source of reinforcement for a child is attention from adults (parents /teachers).

Two types of attention exist:

1) positive attention - when attention is paid to behaviors that the adult wants to see occur again, and

2) negative attention - when attention is paid to behaviors that the adult does not want to see occur again.

The exercise in Handout 9 (Home Activity) is aimed at increasing the teacher's awareness of when attention is given to a child. It is easier to inadvertently ignore an appropriate request for help than to ignore a full blown temper tantrum.

This exercise is used to increase awareness of how one gives attention and the impact this has on the resulting performance of both positive and negative social skills.

RESOURCES:

Handout 9 Home Activity (Observation of Social Behavior in the Classroom)
Handout 11 (Suggestions For Giving Positive Feedback and Approval to a Child)

INSTRUCTIONAL ACTIVITIES:

1. In a large group, ask participants to reflect on any experiences they have had where somebody else supervised their work (e.g., an employer, supervisor). Which type of people did they most enjoy working for? Participants will probably note that people who did not criticize, demand or give orders, who included them in decision making, who were supportive and gave descriptive feedback, were the ones they felt motivated to cooperate with. Next, relate this discussion to the teacher/child relationship, pointing to the similarities (e.g., children are more likely to cooperate and work with those who give 'positive' attention to appropriate social behavior). Attention is known to be a potent form of reinforcement. Children who are given attention for inappropriate behavior, will probably continue to seek attention in a negative fashion.

2. Ask participants to report on the results obtained from the home activity (Handout 9). What type of attention did they give most often to the chosen child? What effect do they feel this may have on the child's future behavior?

3. Conclusions:

   In giving attention to a child's social behavior, consider that:

   - attention is a powerful reinforcer
   - children value attention
   - children tend to cooperate more and may be more motivated to work when pro-social behaviors are attended to.

4. Direct participants to Handout 11 which provides suggestions for giving positive feedback and approval to a child. Emphasize the need for specific descriptive feedback to help the child focus on what you would like repeated in the future.

B.	**INTENDED LEARNING:**	**Participants will be able to describe factors which contribute to a positive classroom atmosphere.**
	Time: 30 minutes	

BACKGROUND FOR INSTRUCTOR:

Developing a positive atmosphere in the classroom is essential in setting the stage for learning and preventing problem behaviors. Student and teacher interactions must take place in an atmosphere of mutual respect and trust. Getting to know students as individuals and establishing positive relationships are important. Social modelling is important to the development of social skills. Children tend to imitate the behaviors of significant others in their lives (Bandura, 1977). It is important for teachers to recognize the power of the position that they hold. They need to understand that children will behave appropriately or inappropriately depending on the way they perceive the rules of the situations. For example, if the teacher engages in name calling or blaming types of behaviors, he/she is giving the message that it is socially appropriate to do so.

In addition to presenting a role model congruent with expected social interactions, teachers assist children in meeting classroom expectations by clearly communicating their expectations to students and by teaching the skills needed to meet those expectations. The questions for 'self-reflection' provided in Handout 9 guide the participants to reflect on how they provide a positive atmosphere in their classrooms.

RESOURCE: Handout 10 (Self-reflection)

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in small groups.

2. Instructions to participants:

   "Share your ideas about the factors which contribute to a positive classroom atmosphere. Come to agreement about the three most important factors in creating a positive classroom atmosphere. Be prepared to report these three factors to the large group and to provide REASONS for your choices. Take 15 minutes for your discussion."

3. A spokesperson from each small group reports the three factors agreed upon in the group.

4. Conclusions: Some key points to are:

- the teacher's expectations are communicated clearly to the students (e.g., rules)
- the students are taught the skills needed to meet the teacher's expectations (e.g., discussion, role playing)
- the teacher is a positive social role model
- the teacher shows respect for the students
- the teacher knows children as individuals and develops positive relationships
- the teacher paces the length of lessons and activities
- the teacher ensures that activities are relevant and meaningful
- the teacher provides opportunities for active student involvement

Direct participants to think about their "self-reflections" — how are they doing?

C.	INTENDED LEARNING:	Participants will be able to:
		a. define behaviors that are troublesome
	Time: 30 minutes	b. determine why they are troublesome

BACKGROUND FOR INSTRUCTOR:

The discussion of ideas for positive classroom management needs to be followed up further with a more in-depth look at how teachers define problem behaviors in their classrooms. A framework will be provided to assist teachers in examining troublesome classroom behaviors. Many times, behaviors are deemed to be problems because the teacher feels that they are problems. Teachers should keep in mind the long term goal of the classroom, effective learning. Teachers also need to be aware of the children's natural developmental limitations when targeting behaviors that are negative. What a teacher expects from a five-year-old is significantly different from what can be expected from an eight-year-old.

A problem-solving approach can help teachers examine troublesome behaviors using a framework of questions:

1. Does the child's behavior interfere with learning in the classroom?
2. For whom is the behavior a problem (for everyone whose learning is interfered with)?
3. What 'class' of problem would the behavior belong to?
   a. behavior defined so by teacher
   b. behavior done at the wrong time or wrong place

      For example, running is not a negative behavior in some circumstances. Running in the classroom is not a safe thing to do; however, running on the playground is appropriate.

   c. behavior not acceptable at any time, i.e., generally disapproved

      "There are behaviors that are not acceptable under any circumstances or in any situation" (Haywood and Weatherford, in press). For example, hitting, kicking, or hurting another child is never appropriate. First and foremost, when using any behavior management technique, the safety of the child and peers is of the utmost importance. When a child is about to harm himself or others, this behavior needs to be stopped immediately. After the child is calm, the problem behavior may be addressed.

RESOURCE: Handout 12 (Troublesome Behavior)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "From your description of a child with poor social skills (Handout 5 Home Activity), select a behavior which you find to be troublesome in the classroom. Examine the troublesome behavior following the questions outlined in Handout 12." (10 minutes)

2. Instructions to participants:

   "Please turn to a partner and discuss your analyses of the troublesome behaviors you have identified." (5 minutes)

3. Ask participants to volunteer responses, guiding the discussion by following the questions in Handout 12.

4. Conclusions: Summarize key points from background information and the discussion. Stress the importance of a problem-solving approach to examining troublesome behaviors and the goal of effective learning.

D.	INTENDED LEARNING:	**Participants will be able to generate three or four classroom rules that they feel are essential for optimal learning and participation of their students.**
	Time: 20 minutes	

BACKGROUND FOR INSTRUCTOR:

It has been pointed out that teachers need to clearly communicate their expectations to their students. In order to define classroom behavioral parameters, rules are crucial. Rules provide the necessary framework in which children can guide and regulate their behavior. Rules can help communicate the teacher's expectations. The number of rules is usually dependent on the teacher's perception of how children learn best. Some classrooms tend to be rigid and traditional whereas others are unstructured and chaotic. Haywood and Weatherford (in press) have suggested the following principles for rule making to strike the necessary balance between the two extremes:

1. Develop classroom rules in collaboration with the students.

2. Strive to make positive rules.

3. Ask what the purpose of the rule is. Is it to enhance the children's learning? Is it to satisfy a need of convenience for the teacher? Is it to satisfy the teacher's need for greater structure?

4. Always discuss the rules with the children and ensure that they understand their rationale.

Rules generally fall into three major groups.

a. safety rules
b. rules conducive to learning (self and others)
c. rules that encourage respect for people's feelings, thoughts, and property.

Safety rules are usually defined as those that prevent injury. For example, running in the hallway, sticking sharp objects in an outlet, and being careful with sharp objects are standard rules in all classrooms. In some classrooms the rules are stated using a negative:

a. Don't run.
b. Don't play with sharp objects.
c. Don't throw blocks.
d. Don't bite people.
e. Don't scratch people.

The list is endless. Classroom rules should be limited to perhaps three global rules, and are more easily adhered to if they are stated positively. Such rules may include:

a. I am important. I need to keep myself safe.

b. I make it possible for myself and my classmates to learn because I am responsible for the classroom climate. This rule could replace:

- Don't talk if it is not your turn.
- Don't bug other people.
- Don't yell in the classroom.
- Don't interrupt someone who is talking.

The last rule is essential if the classroom is to be an appropriate setting to teach social skills. It could be stated globally in the following way :

> Feelings, thoughts, and property are important. I treat my friends the way I would like to be treated.

RESOURCE: Handout 13 (Classroom Rules)
Appendix (Cognitive - Mediational Behavior Management)

INSTRUCTIONAL ACTIVITIES:

1. Present key points about classroom rules (from Background for Instructor, and Haywood and Weatherford, in press). Participants can fill these in on Handout 13. Give examples of stating rules in positive terms (5 minutes).

2. Arrange participants in small groups.

3. Instructions to participants:

   "Generate a list of behaviors that are positive and essential for classroom harmony. Group behaviors that are similar and make a global rule, e.g. each child is responsible for his/her own materials." (10 minutes)

4. Spokespersons for the groups report the behaviors and the global rules discussed in the groups.

5. Summarize discussion.

READING ASSIGNMENT: Handout 25, Section 6
Appendix (Cognitive - Mediational Behavior Management)

Handout 11

SUGGESTIONS FOR GIVING POSITIVE FEEDBACK AND APPROVAL TO A CHILD

1. Nonverbal signs of approval

   Smiling
   Giving a thumbs-up sign
   A wink

2. Verbal Approval

   Give specific feedback describing the behavior you want the child to repeat.

   I like it when you are watching what we are doing. Now you will know what to do.

   It is nice when you sit with your legs crossed. People will not trip over your feet.

   That was terrific the way you compared to find the same number of cookies for that many people. Everyone will be able to have one.

   Great job! You looked closely at the model and were able to find one that was exactly the same.

   Nice going! You told Jeremy that you didn't like him sitting that close to you instead of hitting him.

   Super! You classified all the things that belong in the cupboard. We will be able to find them more easily.

   Fantastic! All of you got your coats and bags organized quickly so we can play outside longer.

   You sure act grown up when you are able to zipper up your coat by yourself.

   Beautiful. I like the way you coloured inside the lines.

   Wow! You read all the information on the top of the page. You were able to complete the sheet correctly.

   What a nice thing to do. When someone has his/her arms full, it is very helpful when you hold the door open.

   Because you behaved so well by keeping your hands to yourself and taking turns, everyone was able to have a turn holding the bunny.

   I am proud of you when you help clean up by yourself. It shows me you are responsible. People who are responsible get to do more things in the classroom.

   I always enjoy it when we read a story together. It allows time for me to hear your important ideas.

Handout 12

TROUBLESOME BEHAVIOR

I find the following behavior to be troublesome in the classroom:

1. Does the child's behavior described above interfere with learning in the classroom?

2. For whom is the behavior a problem (for everyone whose learning is interfered with)?

3. What 'class' of problem does the behavior belong to? Explain why.

   a) defined as a problem by me as the teacher (explain)

   b) behavior done at the wrong time or wrong place (when would it be appropriate?)

   c) behavior not acceptable at anytime, i.e., generally disapproved.

Handout 13

CLASSROOM RULES

Principles for Making Rules (from Appendix, Haywood and Weatherford, in press)

1.

2.

3.

4.

Types of Rules: safety

conducive to learning

respect for people's feelings, thoughts, and property

List behaviors that are positive and essential for classroom harmony, group similar behaviors, and make up a positive global rule.

SESSION FOUR

PREVENTION OF NEGATIVE BEHAVIOR

PURPOSE: Participants will focus on strategies for preventing inappropriate behaviors, for preventing escalation of troublesome behaviors and approaches to handling unacceptable behaviors when they occur. A major emphasis will be on applying a cognitive problem-solving approach to managing troublesome behaviors.

TIME: 2 hours

READING ASSIGNMENT: Handout 17 Home Activity
(Assessment of Social Skills)

Intended Learning	Activities	Resources
Participants will be able to: A. describe a variety of classroom discussion strategies for preventing and managing troublesome behaviors TIME: 15 minutes	Large group (Sect. 6)	Handout 25 Appendix (Cognitive - Mediational Behavior Management)
B. describe a cognitive problem-solving approach to managing troublesome behaviors TIME: 15 minutes	Large group discussion	
C. contrast response contingent reinforcement and cognitive mediation (problem-solving) approaches to behavior management TIME: 30 minutes	Mini lecture Small group activity	Handout 14
D. apply a cognitive problem-solving approach in response to troublesome behavior TIME: 55 minutes	Role playing	Handout 15
E. complete the home activity TIME: 5 minutes		Handout 16 and 17

A.	INTENDED LEARNING:	**Participants will be able to describe a variety of classroom strategies for preventing and managing troublesome behaviors.**
	Time: 15 minutes	

BACKGROUND FOR THE INSTRUCTOR:

The discussion in Session 3 and the reading assignments have provided several strategies for preventing and responding to inappropriate or troublesome behaviors in the classroom.

RESOURCE: Handout 25 (Section 6)
Appendix (Cognitive - Mediational Behavior Management)

INSTRUCTIONAL ACTIVITIES:

1. Encourage participants to share their experiences in using strategies to prevent inappropriate behaviors, or to keep them from escalating. Which strategies outlined in their reading have been effective? Do they have any strategies to add?

B.	INTENDED LEARNING:	**Participants will be able to describe a cognitive problem solving approach to managing troublesome behaviors.**
	15 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Using a Problem-Solving Approach to Manage Troublesome Behaviors

The goal of behavior management is for the child to regulate his/her own behavior within the classroom context. The child must realize how his/her behavior may be interfering with his/her learning and with the learning of others. Labelling behaviors and asking a child not to engage in such behaviors is often ineffective. The child needs to have reasons why his/her behavior is inappropriate and that he/she needs to have alternative appropriate behaviors. By using a problem solving approach to behavior management the child becomes aware that these behaviors are creating a problem and identifies alternative actions. The same steps that a student uses in solving an academic problem can be used in dealing with a problem behavior.

The problem solving approach to managing troublesome behaviors includes four basic steps:

1. defining the problem
2. generating alternatives
3. choosing an alternative
4. evaluating the outcome

In transferring a problem solving approach to behavior management, the first step is to define the inappropriate behavior. For example, Mary is trying to take a toy from John at Centre time and she has resorted to physical and verbal aggression to do so. This type of behavior needs to stop immediately before harm can come to John. In asking Mary and John what the problem is they would probably each define it as the other child wanting the toy that they want. The teacher may then give descriptive feedback both to John and Mary (i.e., "Both of you want to play with the same toy and there is only one. If Mary doesn't get a turn to play with it how will she feel? If John doesn't have opportunity to play with it how will he feel? I can see that there is a problem because we don't want anyone to feel sad at school.")

The next step would involve providing appropriate alternatives. "If there is only one toy how could we each have an opportunity to play with it? We could take turns, we could play with it together, or maybe we could find something else for one of you to play with". When possible the children should be involved in the generation of alternatives.

After all the alternatives have been discussed the child makes a choice of what he/she feels would be appropriate. In providing an opportunity for children to make choices regarding their behavior they are assuming responsibility for their own behavior. They are also gaining knowledge about how their behavior may affect how other people feel, thus setting the stage for developing greater empathy.

INSTRUCTIONAL ACTIVITIES:

Lead a discussion to review essential aspects of the problem-solving approach to managing troublesome behavior based on the background information given above and the article read by the participants (Appendix Cognitive - Mediational Behavior Management). You may wish to describe each step of the "John and Mary" example given above and ask participants to label each step of the process.

C.	INTENDED LEARNING:	Participants will be able to contrast response contingent reinforcement, and cognitive-mediational (problem- solving) approaches to behavior management.
	Time: 30 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Participants are likely to be more familiar with response contingent reinforcement approaches to responding to inappropriate behaviors than with the cognitive problem-solving approaches. It is important to contrast these approaches.

Key points of contrast between the approaches are:

RESPONSE CONTINGENT REINFORCEMENT	COGNITIVE MEDIATIONAL
stresses behavioral responses (products)	stresses processes of thought
relies on an extrinsic reward system	relies on the development of intrinsic motivation*
places power with the teacher	places power with the teacher and the child
relies on external control	relies on the child to learn to regulate his own behavior
is initially time efficient but requires continuous teacher effort	is initially time consuming, but as children become self-regulated, takes less teacher time and effort
stresses specific behavior (little generalization)	stresses the generalization of behavior management solutions

*Intrinsic motivation is extremely important for effective learning. It has a positive effect on learning. Intrinsically motivated individuals are curious, seek new information and engage in activities for themselves, and not for external payoffs. Although all individuals are both intrinsically and extrinsically motivated, the balance is important. Children who encounter difficulties frequently experience more failure and external control by adults. These factors are "amotivating" and reduce intrinsic motivation (Deci & Chandler, 1987).

RESOURCE: Handout 14 (Behavior Management Approaches/Scenarios)

INSTRUCTIONAL ACTIVITIES:

1. Give a brief lecture contrasting the response contingent reinforcement approach and the cognitive-mediational methods.

2. Arrange participants in small groups.

3. Instructions to participants:

   "Examine the scenarios in Handout 14. Response contingent reinforcement and cognitive-mediational behavior management approaches are described. Use the questions with each scenario to examine the outcome of each approach."

4. Feedback from small groups.

5. Conclusions: Summarize participants' responses referring back to the differences between the two approaches.

D.	INTENDED LEARNING:	**Participants will be able to apply a cognitive problem-solving approach in response to troublesome behaviors.**
	Time: 50 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Participants will be given opportunities to practise using problem-solving approaches through role-playing and feedback. Practise in dealing with problems of importance to the teachers and participants is essential if they are to transfer the use of the approach to their classrooms.

RESOURCE: Handout 15 (Problem Solving Approach to Behavior Management)

INSTRUCTIONAL ACTIVITIES:

1. Guide participants through the example in Handout 15.
2. Arrange participants in small groups.
3. Instructions to participants:

   "First, decide upon an inappropriate behavior that you frequently need to deal with in your classrooms. Second, assign a "teacher" role and a "child" role. Others will be observers. Third, the "teacher" and the "child" role-play following the sequence outlined in Handout 15. The observers record the interactions on the form in Handout 15, giving feedback and suggestions."

4. A spokesperson for each group reports back to the large group. (Depending on the size of the group and time constraints, continue to have small groups choose a target problem, rotate "teacher" and "child" roles throughout the group.)
5. Summarize.

E.	**INTENDED LEARNING:**	**Participants will be able to complete the home activities.**
	Time: 5 minutes	

RESOURCES: Handouts 16 and 17

INSTRUCTIONAL ACTIVITIES:

1. During the next week, use the problem-solving approach to handle a troublesome behavior in your classroom. Record the interaction on the form in Handout 16. Reflect on the experience (questions in Handout 16, Home Activity).

READING ASSIGNMENT: Handout 17 (Home Activity, Assessment of Social Skills)

Handout 14

BEHAVIOR MANAGEMENT APPROACHES / SCENARIOS

SCENARIO NO. 1

A child insists on singing during small group instruction. The child himself/herself is so preoccupied with singing that he/she is not listening to directions and is making it difficult for the other children to listen. What can you do in this situation?

RESPONSE - CONTINGENT	PROBLEM SOLVING
1. Using a time out procedure remove the child to a quiet place. When he/she has stopped singing, he/she can come back to the group.	1. Identify the problem: - Singing during small group is disruptive.
	2. Give descriptive feedback: - When you sing during small group instruction it makes it difficult for us to listen to the directions. When we can't hear the directions, will we know what to do?
	3. Provide alternatives: - Is there a time when singing is an appropriate thing to do - Would it be helpful if we sang a song before we started our activity?
	4. Child generates alternatives.
	5. Child makes choice.

Handout 14 (pg. 2)

QUESTIONS:

1. What is the child learning in each situation?

2. Do you think that the identified behavior will decrease in frequency?

3. Is the child or teacher controlling the identified behavior?

4. Is there generalization to other situations?

SCENARIO NO. 2:

At math time a child refuses to do the assigned task. What could you do to help this child complete the task?

RESPONSE - CONTINGENT	PROBLEM-SOLVING
1. State that when the child initiates the task he/she will get a sticker	1. Identify the problem: - refuse to do the problem
2. After several initiations the child must complete half the task to get a sticker.	2. Give descriptive feedback - I see you are having some trouble getting started. Where would be a good place to begin? I know that this is hard for you but if we work together I think we can solve this problem.
3. After several stickers have been given for a half completed task, the child must complete the whole task before he/she is given a sticker.	3. Provide alternatives: - If you are having difficulty understanding the concept I could help you. - If you are worried about it being right why don't you try two problems and when you are finished I will come back and check them.
4. After the child has succeeded for several days in completing the task, he/she has to complete his/her math tasks for the week before he/she gets a sticker	4. Child provides alternatives
	5. Child makes choice.

Handout 14 (pg. 4)

QUESTIONS:

1. What is the child learning about refusing to do his/her work when he/she is given stickers for his/her success?

2. What is the child learning when the refusal is stated as a problem that can be jointly solved.

3. Do you think the behavior will decrease in frequency?

4. Is the child or the teacher controlling the behavior?

5. Will there be generalization to other situations?

Handout 15

PROBLEM SOLVING APPROACH TO BEHAVIOR MANAGEMENT

1. Inappropriate Behavior

2. Descriptive Feedback

3. Alternatives

4. Child Generated Alternatives

5. Child's Choice

6. Evaluation

Handout 16

HOME ACTIVITY

Use the problem solving approach to handle a troublesome behavior in your classroom. Record the interaction below. Reflect on the experience (questions below).

1. Inappropriate Behavior

2. Descriptive Feedback

3. Alternatives

4. Child Generated Alternatives

5. Child's Choice

6. Evaluation

Handout 16 (pg. 2)

QUESTIONS:

1. How do you feel about the interaction?

2. How do you think the child felt?

3. What was the effect on the classroom (activity, other children)?

4. What do you think the child learned?

Handout 17

Home Activity - ASSESSMENT OF SOCIAL SKILLS

The sample resources listed in this document are not comprehensive. The resources identified on the following pages were provided by the author of this monograph under contract to Alberta Education.

PLEASE NOTE: This listing does not in any way indicate the explicit or implicit approval or recommendation of Alberta Education nor has the department evaluated any of these resources.

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. The responsibility to evaluate these resources prior to selection rests with the local jurisdiction according to local policy.

TYPES OF ASSESSMENT TECHNIQUES

1. Behaviorial Observations

   Social behavior is commonly assessed through direct observation. Naturalistic and analogue observations are the two methods used to measure interpersonal behavior among children (Cartledge & Milburn, 1986; McGinnis & Goldstein, 1984; and Michelson et al., 1983).

   a. Observation in the Natural Environment

      A child's behavior may be observed and rated in a natural environment (e.g., classroom, playground). Target behaviors, such as eye contact, question asking and answering, greetings, saying please or thank you, are specified and defined behaviorally to facilitate accurate observation and recording. For example, eye contact may be defined by specifying a percentage of time the child looks at the other person in conversation. One or more observers record the frequency (number of occurrences of the behavior), duration (length of time engaged in the behavior) or quality of the target behaviors.

      Naturalistic observation is used to identify children who display poor social skills, such as lack of eye contact. The initial observation will serve as a baseline such that intermediate and later observations will indicate the effects of treatment interventions. The role of the observer can be active or passive. The active participant would be readily involved in interaction with children he/she is observing. This could be a teacher, an aide, or a volunteer . The passive role would find the observer perhaps viewing a child via a one-way mirror or positioning himself/herself unobtrusively in the classroom/ playground.

      Naturalistic observation is considered to be an ideal method for accurately assessing social skills since it has a high degree of external validity. This validity is increased if the observations are made in more than one setting and at different times and days.

It is not, however, always considered to be a practical technique, particularly if observers have to be trained, target behaviors defined, and checklists rated. The method is also time consuming. Obtaining agreement between observers is often difficult. As most people know, children can be perceptive and may become aware that they are being observed and act differently, whereupon reliability would be notably affected.

Many coding systems have been developed for recording interactions between children and their peers, teachers, and parents. For example, the Social Skills Observation Checklist measures expressive and receptive behaviors in five social skill content areas namely, positive statements, negative statements, instructions and/or requests, conversations, and feelings. The checklist is general in scope and can provide information regarding social skills in major areas of functioning. An excellent review of the checklist and its use is provided by Michelson et al. (1983).

Teachers, limited by time and resources, may wish to review checklists available but modify them to suit their own needs, given the importance of the children's particular social context.

b) Analogue Observation:

As noted, naturalistic observation, depending on how it is carried out, can often be impractical due to the need for extra personnel and time constraints. One alternative is to observe children in "contrived situations". A teacher could use role plays or simulated activities to measure social skill ability in children. If role playing is used as a method of analogue observation, the child's responses would be judged and rated according to various verbal and non-verbal components in order to evaluate social skill levels. Such methods are particularly useful when the child encounters difficulty in situations that occur infrequently. For example, if the child experiences difficulty in responding to criticism from peers, a contrived situation could be set up which would require the child to deal with such criticism (Michelson et al., 1983). An observation and rating of responses can then be completed.

Role plays have the advantage of allowing the observer to tap into a wide variety of interpersonal situations that could not otherwise be observed easily through naturalistic observations. However, role plays are obviously quite different from naturalistic social interactions, since they are indeed "contrived". The scenarios may not be relevant to the child, the social encounters are brief, and the role-play situation may cause anxiety. External validity, therefore, can sometimes be questionable and must be accounted for. It is important to increase social validity by using only those situations that the child can understand and recognize as familiar. Ethical concerns related to involving children in deception must also be considered (Michelson et al., 1983).

Wood, Michelson, and Flynn (1978), developed a contrived interview, The Children's Behavioral Scenario (CBS), which is designed to elicit assertive or non-assertive responses. A description of the CBS, procedures, scripts, and response coding format is provided by Michelson et al. (1983). Bornstein, Bellack, and Hersen (1977) developed the Behaviorial Test for Children (BAT-C). This test is composed of scenes simulating the typical interpersonal encounters of children (and can also be found in Michelson et al., (1983)).

2. Informant Reports

The gathering of information in regard to a child's social behavior from significant others in his/her environment, (teachers, parents, peers), can be useful in the assessment process. These informants can (a) indicate which skills the child lacks in particular situations, and (b) note whether any changes in social behavior have taken place following an intervention. Informant report assessments usually include teacher reports and peer status questionnaires. The teacher may choose, however, to have parents, neighbours, etc. also participate as knowledgeable informants.

Teacher reports and ratings: Reports by a teacher of the given child's social behavior are useful as initial screening techniques in the assessment process. This may lead to a child being further assessed through naturalistic observation in a variety of interpersonal situations. Teacher reports are considered to be quite socially valid since the teacher has the greatest opportunity to observe and rate the child's behavior. Being easy to administer, they are also found to be practical. The external validity of these reports is sometimes questioned because teachers who are not trained in using the checklist may have biases and rate the child inaccurately. Ratings across adults or across time may vary. The range of items may not be sensitive to changes in social behavior (Michelson et al., 1983).

Many teacher reports and rating scales exist, made up of both standardized and non-standardized measures and varying considerably in format and complexity (Michelson et al., 1983). For example, some researchers ask teachers to pick out the most socially withdrawn children in their classes. In another study, teachers were asked to rate children in several categories of social skills. Perhaps the most commonly used method employed is the behavior checklist, where teachers are asked to observe and then evaluate a child's social behavior. One popular and often used standardized measure of social functioning is the Walker Problem Behavior Inventory Checklist (WPBIC). Other standardized measures include: the Teachers Rating of Children's Assertive Behavior Scale (TRCABS), designed by Wood et al., 1978; the Peterson-Quay Problem Behavior Checklist (PVC); the Pittsburgh Adjustment Survey Scale (PASS); the Social Competence Scale (SCS).

The scales referred to here represent only a few of those that can be used with elementary school children. Michelson et al. (1983) provide a comprehensive overview, including the advantages and disadvantages of many measures presently being used.

3. Self-Report Measures

Self-report measures, inventories completed by the child, can provide useful information in assessing whether or not a child requires social skill intervention. The information can be useful in pointing out discrepancies between teacher and student perceptions. The information may provide directions for intervention by indicating the basis for a child's appropriate responses, social misperceptions, etc. This technique usually involves having the child write down his responses to a variety of social situations. McGinnis and Goldstein (1984) used the Student Skill Checklist in order to assess children's perceptions of the skills they feel they need to learn. The checklist is written at a third grade reading level but can be simplified by the teacher and read to younger students, individually or in small groups. Other self-report measures include: (1) the Children's Action Tendency Scale (CATS), (2) the Children's Assertive Behavior Scale (CABS).

Self-report measures have the advantage of being convenient, easily administered, and economical. They can be used for pre-post comparisons to evaluate the effects of interventions. The subjectivity of self-report measures, combined with a demonstrated lack of external validity, has resulted in a limited use and development (Michelson et al., 1983).

SESSION FIVE

ASSESSMENT OF SOCIAL SKILLS DEVELOPMENT

PURPOSE:

In this session, participants will be given guidance in the assessment of the social development of young children. Assessment is presented as an ongoing process of gathering information for the purpose of making decisions. The intent is to provide teachers with ideas about resources available to guide their observations of children in social interactions. It will be stressed that it is important to consider the whole child, to take an ecological perspective and to ask questions about many factors influencing a child's interpersonal interaction.

TIME:

2 hours

Intended Learning	Activities	Resources
Participants will be able to: A. a) list various techniques for assessing social skill development b) describe important factors to consider in the assessment of social skills TIME: 30 minutes	Brainstorming conclusions	Handout 17
B. a) describe the typical content of a social skills inventory b) generate questions relevant to the assessment of a child's social skills TIME: 40 minutes	- Complete checklist - Small groups - Feedback - Conclusions	Handout 18
C. identify various factors which may influence interpersonal interactions TIME: 45 minutes	Mini-lecture discussion	
D. complete the home activity TIME: 5 minutes		Handout 19

A.	**INTENDED LEARNING:**	**Participants will be able to:** **1. list various techniques for assessing social skill development** **2. describe important factors to consider in the assessment of social skills.**
	Time: 30 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Participants have read the descriptions of techniques for assessing social skills described in Handout 17. Given the variety of techniques available and their strengths and limitations, it is important that participants have guidelines for judging the appropriateness of these techniques. The following guidelines should be considered:

1. **Purpose of Assessment**

   Why are they assessing the child's social skills? How will they use the information? The purpose for the assessment will influence the assessment techniques that are selected. Assessment is usually approached in stages. The objective of stage one, screening, is to identify children who evidence social skill deficits. One technique useful here would be informant reports. Once children are identified by the screening process, they can be assessed to determine the nature of their deficits.

   The second stage, identification of problematic social behaviors, can be obtained from most assessment techniques. Direct observation in naturalistic or simulated settings is most common. Self-report and informant reports can also provide specific information as to the exact nature of social behavior. The information can help determine the goal of teaching, for example, teaching a new behavior or arranging the environment to encourage performance of a behavior the child has in his repertoire but does not display.

   The third stage, assessing the effectiveness of teaching social skills, requires that the teacher has a baseline for comparison with post-training performance. Most of the assessment techniques are appropriate for pre and post training evaluation measures. Informant reports and naturalistic observation are recommended by Michelson et al. (1983) for pre/post comparisions. These can be supplemented by self-reports.

2. **Social Validity**

   Assessment must relate to the child's social environment. The selection of behaviors to assess must be relevant to the child and valued by significant others in his/her environment (i.e., parents, peers).

3. **Practicality**

Each of the assessment strategies requires different amounts of time to complete, trained personnel, and finances to obtain materials. Using a device that is not practical to the environment where it is used, will not give reliable results.

4. **Assessment Information**

Limitations in the amount and type of information that a particular technique can provide, must be considered when selecting a technique for use. The purpose for the assessment is important.

5. **Psychometric Qualities**

The accuracy and the reliability of a technique are important psychometric qualities to consider. External validity represents how well the assessment instrument measures how the child would actually behave in a natural environment. Reliability indicates whether an assessment measure can consistently give the same results. It is important in selecting strategies for use, that one obtains both high external validity and reliability. Using different techniques will allow one to increase the odds of high external validity and reliability.

6. **Comprehensive Assessment**

It is generally advised that teachers do not rely upon only one method of assessment. Combinations of the various strategies that have been presented can lead to both the effective and efficient measurement of a child's social skills. In describing strategies commonly used, it was noted that they all have advantages and disadvantages. Using a variety of approaches, therefore, would increase the overall validity and reliability of the assessment. The comprehensive assessment should consider multiple methods, multiple settings and a variety of sources (e.g., teacher, parent, peers, child).

RESOURCE: Handout 17 (Assessment of Social Skills)

INSTRUCTIONAL ACTIVITIES:

1. Based on their reading of Handout 17 and their background knowledge and experience, participants will brainstorm a set of guidelines for selecting assessment techniques.

2. Organize and summarize the guidelines following the suggestions presented in the background information:

    a. Purpose of Assessment
    b. Social Validity
    c. Practicality
    d. Assessment Information
    e. Psychometric Qualities
    f. Comprehensive Assessment

B.	INTENDED LEARNING:	Participants will be able to: 1. describe the typical content of a social skills inventory 2. generate questions relevant to the assessment of a child's social skills Time: 40 minutes

BACKGROUND FOR THE INSTRUCTOR:

Select a social skills inventory or checklist for completion by the participants, or direct participants to use inventories available in their schools. Suggested resources are: Hresko, W.P. and Brown, L. (1984) Test of Early Socioemotional Development, Austin, Texas: Pro-Ed. Michelson et al. (1983) provide a comprehensive review of several measures.

Completing a social skills inventory or checklist will expose participants to the types of behaviors that are typically of interest. The content may be related to social skills identified by participants in previous sessions. It is important that individual differences among children, situational variables and home factors be considered as well.

The child's emotions (affective) and cognitions (social perception) may interfere with, or enhance, socially competent behavior. Emotional states such as fear, anxiety or depression should be considered. Self-report measures and observations by others are available (e.g. Cartledge and Milburn, 1986). Cognitive factors that relate directly to social behaviors include the child's knowledge of social behaviors, the child's ability to engage in problem-solving, the child's social perception (e.g. identify and label feelings of self and others, role-taking, empathy, social inference). Assessment procedures are described by Cartledge and Milburn, (1986).

In the next section, the complexity of factors that influence an individual child's social development and response to the teaching of social skills will be described. Participants will set the groundwork for the following discussion by completing a social skills inventory/checklist and raising questions or issues.

RESOURCE: Handout 18 (Social Skills Inventory/Checklist)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Handout 18 is an example of a social skills inventory. Complete the inventory for the child you described in Handout 5, Home Activity as having `poor' social skills. Note questions which come to you as you think about this child. What other information do you feel is relevant about this particular child?" (10 minutes)

2. Arrange participants in small groups.

3. Instructions to participants:

   "Share your questions about the assessment of the child you selected for the activity. List the questions asked. Come to agreement about three questions that are most important. Take 15 minutes for your discussion."

4. Spokespersons from the small groups report the three most important factors agreed upon in their groups and give the reasons for their choices.

5. Conclusions: Key points to consider:

   a. have social behavior, affective influences and cognitions been considered in the assessment of social development?
   b. has the child had the opportunity to learn the social skills?
   c. does the child know the social behavior, but not use it appropriately?
   d. are the social skills valued, rewarded in the child's environment (home, school)?
   e. what other factors are influencing an individual child's interpersonal interactions (see following section for possible factors)?

C.	**INTENDED LEARNING:**	**Participants will be able to list factors which may influence interpersonal interactions.**
	Time: 45 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Interpersonal interactions and the child's response to the teaching of social skills are influenced by a variety of factors. The child should be viewed from a holistic perspective. Factors to consider include:

- academic performance
- intellectual ability
- language development
- learning strengths
- learning difficulties (e.g., attention difficulties, impulsivity, emotional/affective issues)
- classroom climate
- relationships with peers, adults, teachers (may vary)
- family factors
- possible stressors
- nature of previous attempts

Academic performance may be important. If a child is encountering difficulty, he/she may have a poor self-image, or he/she may hide difficulties from peers (avoidance, isolation). The child's intellectual ability will have implications for the cognitive aspects of social skills. Is the child able to take the perspective of another, to engage in hypothetical thinking for problem-solving (If ... then), etc? Language development influences communication skills. Does the child have the vocabulary/language usage base to engage in conversation, to communicate needs, feelings, etc? Learning strengths may indicate directions for teaching strategies (observation, role-playing, literature, guided practice). Learning difficulties interfering with academic achievement may also influence social development (e.g. impulsivity, attention difficulties, perceptual difficulties, planning strategies deficits, generalization problems, etc.). Emotional/affective factors are very important — fear, anxiety, depression will influence how the child engages with others.

Classroom climate is important. The number of teachers, consistency of expectations and traffic patterns in a classroom, influence social interactions.

Family factors to consider include incongruent behavioral expectations between home and school, cultural differences, limited exposure to peer interactions, possible stress in the home. Stressors that may interfere with a child's social interactions include family upheaval, abuse, etc.

INSTRUCTIONAL ACTIVITIES:

1. Summarize the importance of a holistic perspective in considering the factors which influence interpersonal interactions.

2. Suggest factors and encourage participants to describe:

   a) how they may be related to a child's social skill development; and

   b) how these factors may influence strategies selected to enhance social skill development.

D.	**INTENDED LEARNING:**	**Participants will be able to complete the home activity.**
	Time: 5 minutes	

RESOURCE: Handout 19 (Home Activity)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Based on your rating of the child you selected for Handout 18, identify the social skills that this child needs to learn. Select the skills that you feel are feasible to target in your classroom."

Handout 18

SOCIAL SKILLS INVENTORY/CHECKLIST

A social skills inventory/checklist will be selected by the participants for completion with the following instructions:

Instructions to Participants:

Choose a social skills inventory/checklist. Complete this inventory for the child you described in Handout 5 (Home Activity) as having 'poor' social skills. Note questions which occur to you as you think about this child. What other information do you feel is relevant to find out about this particular child?

Handout 19

HOME ACTIVITY 5

Based on your ratings of the child selected for Handout 18, identify the social skills that the child needs to learn. Select the skills that you feel are feasible to target in your classroom.

SESSION SIX

TARGETING GOOD SOCIAL SKILLS

PURPOSE:

In Session Six, participants will become familiar with issues to consider in deciding which social skills to target in the classroom and in deciding how to target them. Who will benefit from social skill enhancement in the classroom will be considered, along with guidelines for seeking expert help for some children.

TIME:

2 hours.

Intended Learning	Activities	Resources
Participants will be able to: A. describe criteria to consider in selecting social skills to be taught TIME: 30 minutes	Discussion of Home Activity 5 Informal talk	Handout 19
B. explain why many children have not learned vital skills for success in social interactions - feedback TIME: 55 minutes	Discuss scenarios - individual - pairs - small groups - conclusions	Handout 20
C. decide when to refer a child for further evaluation by a specialist TIME: 20 minutes	Review scenarios - individual - feedback - conclusions	Handout 21
D. describe children who can benefit from social skills training TIME: 15 minutes	Informal talk	
E. complete the home activity		Handout 22 and 23

A.	INTENDED LEARNING:	Participants will be able to describe criteria to consider in selecting social skills to be taught.
	Time: 30 minutes	

BACKGROUND FOR INSTRUCTOR

Before we can begin to actually teach social skills, it is necessary to select those skills considered to be important. The following should be taken into consideration in the selection process:

1. The child's cultural, religious, and family background are important factors. As Michelson et al. (1983) note, minority children may have different expressions and colloquialisms that are vital to the child's acceptance in his/her group. They suggest that teachers not rigidly enforce 'the King's English' when slang responses are more accepted in the child's culture. Similarly, norms of behavior abided by in the child's family must be considered. For example, some parents may consider a child to be disrespectful if he/she makes eye contact, asks questions or voices a complaint.

2. The views of the child, himself/herself, need to be respected. Any skills taught must have relevance and meaning to him/her. It is likely, of course, that the child's view as to what is important will change with his/her age and will reflect those of importance to his/her peer group. If a child does not value the acquisition of a skill, it is unlikely that he/she will be motivated to use it. Research does indicate, however, that motivation may be increased if the skill is conveyed in ways that create interest and promote its necessity (Cartledge and Milburn, 1986). A natural conclusion resulting from teaching social skills that are meaningful to the child is that they will be more likely to be maintained over time.

3. Social skills training is most effective if the skills selected are geared towards the child's developmental level. The child's cognitive and affective ability must be assessed in order to facilitate learning.

   Most social skill programs contain inventories of social behavior which can assist the teacher in selecting skills for teaching. Many such inventories exist (Stephens, 1978; Walker, 1983; Woods, 1983; Lagreca, 1983; Turbull, Strickland and Brantley, 1978) and can aid the teacher in the selection process. Cartledge and Milburn (1986) provide a comprehensive overview of the several available inventories which have been designed for use in the schools.

RESOURCE: Handout 19 (Home Activity)

INSTRUCTIONAL ACTIVITIES:

1. Arrange small groups for discussion of activity.

2. Instructions to participants:

   "Discuss the criteria you used in selecting social skills to teach the child you have identified as having `poor' social skills. Come to agreement about three factors to consider in selecting social skills to teach. Report back to the large group in 10 minutes."

2. Spokespersons for the groups report the factors agreed upon in the groups.

3. Conclusions:

   In selecting social skills to teach, consider:

   a. the child's cultural, religious, and family background
   b. the child's views (relevance, meaning)
   c. the child's developmental level

4. Follow-up: Type a list of factors reported by the small groups.

B.	INTENDED LEARNING:	**Participants will be able to explain why many children have not learned vital skills for success in social interactions.**
	Time: 55 minutes	

BACKGROUND FOR INSTRUCTOR:

Many children have not learned social skills that allow for success in most social interactions. Therefore the question posed is, why not? Most social skills programs ask this question. The following four reasons are often given to explain why a child may not have learned appropriate social skills.

1. The child may not know what the appropriate behavior is.

   This view looks at social skills problems as skill deficits. For example, an aggressive child is described as lacking verbal skills for achieving what he/she wants; a withdrawn child is described as lacking in skills necessary for initiating peer interactions. When a skill deficit exists, specific training becomes important in learning absent skills. The child may have learned the behavior but is unsure as to when, where, and how the behavior should be used. Adjusting one's behavior to a variety of different situations, people, and/or settings is an important aspect of social competence.

2. The child may have the knowledge but lacks the practice.

   The child may fail to learn social skills due to a lack of opportunity or motivation to produce the behaviors that make up the skill. For example, the child may be aware that he/she needs to ask for permission to use the belongings of others. However, when he/she asks his/her brother/sister for permission, it is always denied. When he/she asks his/her peers for permission, it is usually denied. Because he/she has not received appropriate rewards for his/her use of words, the child rarely asks for permission. He/she just takes what he/she wants.

3. The child's emotional responses may inhibit the performance of the desirable behavior.

   This third explanation is based on the view that children may have the necessary skills but are experiencing competing emotional, affective, or cognitive states that could interfere with the expression of their abilities. Children may know what the appropriate response is (i.e., when annoyed by a peer, one could ignore the student), but may respond instead with physical aggression. This indicates that in some way the children's emotional responses inhibit performance of the known appropriate response. Cartledge and Milburn (1986) note that such cognitive dimensions as negative expectations, self-defeating thoughts, deficits in social perception and discrimination can interfere with the performance of appropriate social skills. Similarly, a child's affective emotional state may be expressed in anxiety, fear, anger, or sadness and can prevent him/her from interacting effectively. Social skills teaching must include cognitive and affective dimensions as well as behavioral aspects.

4. The reinforcement of undesirable behaviors.

When pro-social behaviors are ignored and inappropriate behaviors reinforced, the child is more likely to perform those behaviors that get attention. It may be easy to inadvertently ignore a child's appropriate request for help, but who can ignore a full blown temper tantrum? (Cox and Gunn, 1980).

RESOURCE: Handout 20 (Why Don't All Children Learn Acceptable Social Behavior?)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Four scenarios are presented in Handout 20. The scenarios represent different reasons why many children have not learned social skills that allow for success in most social situations. Read each scenario and list the reasons why each child may not have learned vital social skills. Work individually for 10 minutes. You will then have a chance to share with your colleagues."

2. "Please turn to a partner and discuss the reasons each of you has given. Take 10 minutes."

3. Pairs form into small groups.

   Instructions to participants:

   "Discuss the reasons why each of these children may not have learned vital social skills. Come to agreement and report your reasons to the large group in 15 minutes."

4. A spokesperson for each group reports the reasons why the children in the four scenarios have not learned vital social skills.

5. Conclusions: Summarize the reasons offered by the small groups, particularly where there was agreement. Relate the reasons given to the background information from the literature. Main points to include:

   a. the child may not know what the appropriate behavior is (illustrated in Scenario 1: 'Sam' - no appropriate model)

   b. the child may not know what the appropriate behavior is because he/she lacks behavioral flexibility and is not able to adjust his/her behavior to a variety of different situations, people, and/or settings (illustrated in Scenario 1: 'Greg').

   c. the child may have the knowledge but lack the practice (Scenario 2 - power of reinforcement and attention).

   d. the child's emotional responses may inhibit the performance of the desirable behavior (Scenario 3 - emotional responses, i.e., anxiety, fear, or anger, inhibit the performance of socially acceptable behaviors).

   e. the child's undesirable behaviors may have been reinforced and no adequate reinforcement for pro-social behaviors given (Scenario 4).

C. INTENDED LEARNING: Participants will be able to decide when to refer a child for an evaluation by a specialist.

Time: 20 minutes

BACKGROUND FOR INSTRUCTOR:

When teachers begin to teach social skills in their classrooms, they may observe that some children remain unresponsive despite ongoing exposure to the skills. Such children may appear to be engaged in a lot of fantasy play, or be excessively aggressive, or perhaps withdrawn and depressed. This may not be due to skill deficiencies but could indicate underlying emotional or medically based problems that interfere with the child's ability to acquire and/or perform appropriate social skills. Assessment of each child prior to teaching a program of this nature should result in these children being identified as having difficulties that could impact on their performance of social skills (see Session Five). Depending on the nature of the problem, the teacher may decide that outside consultation with an appropriate professional is warranted. These difficulties may include: emotional problems, psychiatric disorders, family problems that affect the children's ability to learn, suspicion of physical or sexual abuse, and severe attentional problems. The acquisition of good social skills will not remediate these types of difficulties. These children will probably require help above and beyond the teaching of social skills. Most of these children will remain in the classroom during the course of consultation and afterwards. They should not be excluded from the incidental teaching of social skills, rather the teacher should bear in mind each child's individual abilities and adapt the program to suit his/her needs. It is likely that outside consultations will result in a number of recommendations and strategies to help these children. Troubled children are more likely to benefit from the teaching of social skills if they are also receiving input for other difficulties (i.e., individual/family counselling or medical intervention, as required).

RESOURCE: Handout 21 (When to Refer Out - Scenarios)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:
   "Examine the scenarios in Handout 21 individually. List the difficulties the children appear to be having. Where could you seek help?"

2. Ask participants to volunteer their responses to the questions in the handout.

3. Conclusions:
   Main points to include:

   - the limitations of the teaching of social skills in meeting the needs of some children.
   - the unresponsiveness of some to the teaching of social skills when there are severe emotional difficulties, childhood psychoses, family problems, physical or sexual abuse
   - the ineffectiveness of the teaching to remediate major psychological or psychiatric disorders.
   - the ethical obligation of teachers to refer the child to the appropriate professionals skilled in psychological or psychiatric disorders.
   - the needs, when in doubt, to request further evaluation by a specialist.

D.	INTENDED LEARNING:	Participants will be able to describe children who can benefit from social skills training.
	Time: 15 minutes	

BACKGROUND FOR INSTRUCTOR:

Generally, all children can benefit form exposure to the teaching of social skills. Skill deficiencies in children become most apparent and problematic when they begin to attend school. The new environment, exposure to a large peer group, and the consequent behavioral expectations find some children lacking the necessary skills that will allow them to adapt successfully. It may quickly become apparent to the teacher that, in addition to academics, social skills need to be taught.

In particular, children who also exhibit poor interpersonal skills become prime candidates for social skills teaching. These may be the impulsive children who tend to respond to situations without adequately thinking through consequences and who lack a sense of cause and effect. It could be the aggressive children who lack self-control and lash out in anger, or perhaps the withdrawn or isolated children who are ignored or rejected as a result of an unassertive style of interaction. All of these children usually have poor peer relationships. They demonstrate inappropriate social skills and tend to elicit fewer positive social responses from others. This, in turn, results in low overall levels of social interactions so that they lack the opportunity to be exposed to positive models of social behavior. Research in this area strongly indicates that children carry their social skill deficiencies into adolescence and adulthood and are at risk for developing social adjustment problems (e.g. Cartledge and Milburn, 1986; Michelson et al., 1983; Urbain, 1982).

All children can benefit from the instruction of social skills. In particular those who are assessed as lacking skills that will allow for successful peer interactions. Social skills, without a doubt, have important implications for children's development and are necessary for social competence.

INSTRUCTIONAL ACTIVITIES:

Conclusions - main points from Background for Instructor (relate to rationale from Session One).

E.	**INTENDED LEARNING:**	**Participants will be able to complete the home activity.**
	Time: 5 minutes	

RESOURCES: Handout 22 (Annotated bibliography)
Handout 23 (Home Activity 6)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Review the annotated bibliography which describes approaches and programs for social skills training designed for young children. Select a program/approach to use in your classroom. List the pros and cons of the selected program/approach."

Handout 20

WHY DON'T ALL CHILDREN LEARN ACCEPTABLE SOCIAL BEHAVIOR?

Scenario 1 - 'Sam' and 'Greg'

Sam, age six, has just begun Grade 1 and appears to lack many social skills children of his age normally have. Sam lives with his parents and his two-year-old sister. His parents are busy, career oriented people who have placed their children with baby-sitters since birth. The year prior to Grade 1, Sam was looked after by an elderly nanny who spoke little English. Sam's parents usually see him for one hour before school, and sometimes a half-hour before bedtime. Busy schedules do not allow for a lot of time being spent with extended family and Sam rarely has the opportunity to be with children except when in school.

Why do you think Sam has not learned vital skills for success in social interactions?

Greg knows how to offer help to his teacher in a socially acceptable manner while in the classroom. His teacher has noticed, however, that Greg offers help during recess, lunchtime, and sports activities when it is not appropriate to do so.

Why is Greg's behavior not socially acceptable?

Scenario 2 - 'Mark'

Six-year-old Mark has noticed that many of his friends say 'please' and 'thank you' when requesting or receiving something. He decides to use these words at home and at school. At home he says 'thank you' when his dinner plate is given to him, but he receives no feedback. At school he says 'thank you' when someone does a favour, but again there is no feedback. Mark stops saying 'thank you'. The skill of being polite fades from use.

Does Mark know how to be polite? Why is he not using the skills?

Scenario 3 - 'Susan' and 'John'

Susan is described by her teachers as an anxious, angry child. Walking home from school, she is bothered by some classmates teasing her. Susan is aware that probably the best thing to do would be to ignore them. In this instance, she does not stop and think of this alternative, but impulsively strikes out at them. John, on the other hand, is described as being shy and withdrawn. He has observed his peers asking to join in activities on the playground. John would like to join, but consistently hangs back.

What is interfering with positive social interactions for Susan and John?

Scenario 4 - 'Paul' and 'Mary'

Paul observes his friend having a temper tantrum. An adult gives his friend a chocolate bar and sits and talks with him. Paul begins to have temper tantrums.

Mary quietly holds her hand up to ask a question, but is overlooked by the busy teacher. When Mary whines a request for help, the teacher responds to her quickly. Mary becomes very 'whiny' and seeks her teacher's attention in class regularly.

Why are Paul and Mary behaving in socially inappropriate ways?

Handout 21

WHEN TO REFER OUT - SCENARIOS

Each of these scenarios depicts a situation where the child's emotional or behavioral presentation interferes with the learning and performance of pro-social behaviors. In each case, it is recommended that the teacher seek professional consultation prior to involving the child in social skills programming.

Scenario 1

Mrs. Jones, a second grade teacher, has become very concerned about six-year-old Sam who has been in her class for two months. According to Mrs. Jones, Sam's behavior is rather bizarre. He responds to questions with excessive verbosity, tending to repeat a thought or one word over and over again. When not given attention, Sam withdraws from the classroom situation. At such times, he can often be found in the corner, sucking his thumb and staring into space. This is a child who engages in a lot of fantasy play. Sam is aggressive, at times, with other children, sometimes hitting or pushing when his demands are not met. This has resulted in his peers choosing to shy away from him so that he is quite isolated in the classroom. Sam's parents report that he has engaged in self-mutilating behavior at home. Testing has revealed that Sam has an average IQ. His fine motor coordination is a year delayed.

Sam's behavior in class indicates that his difficulties are of a nature that extends beyond the realm of a teacher's expertise. He should be referred for a mental health assessment. The teacher may wish to consult a psychologist to discuss this child's behavior and appropriate ways to handle the behavior in class.

Scenario 2

Through September to November, Susan's teacher has noticed on three occasions that this child has arrived at school with bruises on her arms and legs, head bumps, and facial scratches. When asked what has happened, Susan has stated that she has fallen off her bike, down stairs, or that she does not know how these things may have happened to her. Susan is often unkempt in appearance and usually does not bring lunch to school. During class time, Susan appears to be rather lethargic and tends to withdraw from group activities. She has rejected her teacher's attempts to talk to her, seeming to be suspicious of such advances. Susan is not achieving in school and is thought to be at least a year behind her grade placement. Susan's parents have made no contact with the school. Reports in the school file indicate that the family has a long history of involvement with child welfare agencies.

In this case, the teacher has many indicators that this child may be a victim of child abuse. Haughton (1977) defines child abuse as "physical injury inflicted on a child under 16 years of age by an adult regarded as responsible for the child's will being." This can include parents, legal guardians, or custodians. Neglect is usually defined as a wilful omission of conditions necessary for proper growth and emotional development (Lavigne and Burns, 1981).

Most schools have procedures that are automatically followed when abuse is suspected. In this case, the child's emotional state must be addressed. Referral for counselling should be considered. While in class, the child's feelings should be acknowledged in a supportive and empathetic manner. This can be done when using the problem-solving approach.

Scenario 3

Mike's parents have reported to his teacher that they have had long-standing concern in regard to their child's behavior. In particular, his parents note that Mike, age seven, has a very high level of activity, and is reportedly always on the move as if driven by an inner motor. Mike has apparently been very active since birth and was a demanding and hard to control youngster. In class, Mike's teacher states that he is very impulsive in nature, talks incessantly, and interferes with other children. He is often out of his seat and has difficulty paying attention. He is easily distracted. Mike is rejected by other children in the class and does not appear to understand what role he plays in negative interactions. Though testing reveals that Mike is a very bright boy, he is not presently achieving according to his potential. Difficulty is encountered in organizing himself and following rules and combined with the behaviors previously noted, very little work is being accomplished.

Mike exhibits many characteristics associated with an Attention Deficit Disorder. He is impulsive, has poor organizational skills, difficulty following rules, and inappropriate social behavior. Children with this disorder lack self-control over their behavior. Mike is unable to control his behavior, which results in the high level of activity noted by his parents and teacher. At the age of seven, he lacks the cognitive skills to develop self-control.

At this stage, Mike needs to be referred to a professional skilled in assessing whether an Attention Deficit Disorder is causing his difficulties. In the classroom, the teacher may find it beneficial to use the problem-solving approach with him as it is used with other children to develop good social skills. This approach is particularly useful with children such as Mike as it aids in the development of cognitive skills.

Scenario 4

Mark, age 5 1/2, is a very active child in his kindergarten classroom. However, it is his aggressive behavior towards peers which is of main concern to his teacher. Outwardly, Mark presents as an extroverted, friendly child, who prides himself on being tough and fearless. However, during story time, or when drawing pictures in class, depressive themes have been observed. When asked to explain a picture that he has drawn, Mark stated: "The boy is dead; he shot himself with the gun. This is the mother, she died, too." When looking at pictures in a book, similar themes were expressed. A picture of two women was explained as: "Their father died and they don't know what to do. They will bury him in a hole."

As noted by Lavigne and Burns (1977), although there is no clinical syndrome of childhood depression, children experience depressive affect in the form of feelings of sadness and loss. Some behavior problems such as aggression, hyperactivity, poor academic performance, boredom, restlessness, and other forms of 'acting out', are often believed to mask symptoms of depression. Such is the case with 5 1/2 year-old Mark, who, beneath his extroverted and active exterior appears to be exhibiting depressive affect. This child should be referred for emotional and/or psychiatric assessment.

As in all of the preceding cases, while Mark is in class, his individual needs and concerns should be kept in mind. Social skills programming may have to be adapted to meet specific needs. Consultation with the appropriate professional should help in ascertaining how this can be done.

Suggestions for Further Reading

Haughton, P.B. (1977). Child Abuse: Early Diagnosis and Management. In A. Rodriguez (ed.), Handbook of Child Abuse and Neglect (pp. 14-24). Flushing, New York: Medical Examination Publishing Co.

Lavigne, J.V. and Burns, W.J. (1981). Pediatric Psychology. New York: Grune and Stratton.

Handout 22

ANNOTATED BIBLIOGRAPHY OF PROGRAMS/APPROACHES TO SOCIAL SKILLS TRAINING

The sample resources listed in this document are not comprehensive. The resources identified on the following pages were provided by the author of this monograph under contract to Alberta Education.

PLEASE NOTE: This listing does not in any way indicate the explicit or implicit approval or recommendation of Alberta Education nor has the department evaluated any of these resources.

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. The responsibility to evaluate these resources prior to selection rests with the local jurisdiction according to local policy.

Walker, Hill, M., McConnell, Scott, Holmes, Deborah, Todis, Bonnie, Walter, Jackie and Golden, Nancy. (1983). The Walker Social Skills Curriculum: The Accepts Program. Austin, Texas: Pro-Ed.

The Accepts Program is designed for use with mildly and moderately handicapped children in the primary and intermediate grades. It can, however, be used with non-handicapped children. This is a highly structured program, using a directive approach to teaching social skills, similar to that used by Cartledge and Milburn, (1986). Social skills are taught using procedures identical to those used in teaching academic content areas. Instructional scripts are provided for the teaching of 28 core social skills. A basic instructional sequence is standardized across all 28 scripts. The program uses modelling, role playing, and performance feedback as strategies for teaching social skills. Behavior management procedures are provided which include the use of a contingency point system. The program is recommended for use with small groups of children, although it could be adapted for use with larger groups. One skill is to be taught and mastered daily, with 40 to 45 minutes being set aside for this purpose. The authors note that the program will require extra time and effort on the part of school personnel.

Cartledge, Gwendolyn and Fellows Milburn, Joanne (1986). Teaching Social Skills to Children. New York: Pergamon Press.

The intended audience for this book includes regular and special education teachers as well as clinicians who work with children. The authors emphasize building pro-social, adaptive new behaviors as opposed to eliminating problem behaviors or developing motivational systems to increase the behaviors the child presently performs. Social skills, the authors note, should be taught as part of the regular school curriculum. A directive approach to teaching is used which includes the following steps: (1) defining in specific behaviorally stated terms, the behavior to be taught; (2) assessing the level of competence possessed by the learner in order to determine levels of performance; (3) teaching the behaviors defined through assessment as lacking in the learner's repertoire; and (4) providing opportunities for practice and generalization of behaviors to new situations. The authors note the importance of combining direct and incidental teaching, or seizing the 'teachable moment'. Cognitive and affective approaches to teaching are included. Modelling, coaching, role playing, feedback, relaxation, and problem solving are strategies used to teach social skills.

Jackson, Nancy E., Jackson, Donald A., and Monroe, Cathy (1983). Getting Along With Others. Illinois: Research Press.

This program is designed for use with elementary aged children who lack skills which would allow for success in daily social interactions. The authors believe that the program provides teachers with a complete technology for adding social skills instructions to the existing classroom curriculum with minimal disruption. It can be used with small groups of children, or can be adapted to suit an entire class. Structured lesson time and a direct approach to teaching is used, where children are introduced to, and urged to practice, new skills. In this program, direct instruction is combined with incidental teaching, such that a child's spontaneous behavior is used as instructional material. The authors emphasize viewing all interactions throughout a school day as opportunities for teaching social skills.

There are two parts to the program: Part One is the program guide, taking the reader through a step-by-step process of learning about the program and how to use it. Part Two, titled 'Skill Lessons and Activities', provides structured lesson plans for teaching 17 core social skills. Teaching strategies include: role playing, rehearsal, problem solving, and positive feedback.

Camp, Bonnie W. and Bash, Mary Ann S. (1981). Think Aloud (Primary Level). Illinois: Research Press.

The Think Aloud program is designed to increase cognitive and problem-solving skills in elementary (grades 1 and 2) school children. Although this program was originally designed for use with aggressive boys, it has been modified for use with any child who may respond impulsively without thinking through consequences for behavior or who lack skills in approaching problems effectively. The program is written for use by teachers and psychologists with the premise being that children can be taught to think and solve problems in a manner similar to the teaching of academic competencies. The authors strongly believe in the effectiveness of children using self-guiding speech and problem solving. The approach is applied primarily to cognitive problems and consists of four questions: (1) What is my problem? (2) What is my plan? (3) Am I using my plan? (4) How did I do? The program provides materials and suggests procedures to aid teachers in modelling self-verbalization with the goal being to move the children from overt verbalization to the independent covert level where they will generalize their problem-solving skills to all areas of their lives. The program also includes instruction in interpersonal problem solving (i.e., conflicts between student and teacher/parents/siblings/peers). The goal is to develop in children, consequential thinking and a repertoire of alternative solutions for dealing with interpersonal problems. The Think Aloud program reviewed here is suggested for use with groups of children no larger than four. However, classroom versions of the program have been developed for use in regular elementary school classrooms. (See Camp, B.W. and Bash, M.A.S. The Classroom Think Aloud Program, a paper presented at the American Psychological Association Convention, Toronto.)

Urbain, E.S. (1985) Friendship Group Manual for Social Skills Development (Elementary Grades). Minnesota: Wilder Child Guidance Centre.

This activity oriented manual is based on the premise that friendships in childhood can play an important role in a child's social development. Research has concluded that children who are social isolates or rejected by their peers are at risk for developing social adjustment problems as adults. Activities included are designed to help children begin to think about their own behavior, consequences of behavior, and to help them become aware of the choices

available in dealing with social situations with their peers. A problem-solving approach is used with the children in working towards this goal. The manual is suggested for use with small groups of children within the school setting, approximately once a week for 1 1/2 hours. This guide includes all the necessary materials for conducting a friendship group. The methods and activities used could be adapted as part of the regular classroom program.

McGinnis, E. and Goldstein, A.P. (1984). Skills Streaming the Elementary School Child. Illinois: Research Press.

The premise of this book is that social skills should be taught to children in schools in a manner similar to the teaching of academic competencies, using planned and systematic applied psycho-educational techniques. The authors' goal is to instruct teachers of elementary aged children to do this through the use of a method called 'structured learning'. This method is defined as a psycho- educational, behavioral approach for providing instruction in pro-social skills composed of: modelling, role playing, performance feedback, and transfer of learning. Structured learning can be carried out in the classroom or in small groups of five to eight students. The authors divide pro-social skills into five groups: (1) classroom survival skills, (2) friendship making skills, (3) skills for dealing with feelings, (4) skill alternatives to aggression, and (5) skills for dealing with stress. Skills within the groups are believed to be related to a child's social competence. A skill curriculum is presented, giving the teacher guidelines on how to instruct students through structured learning.

Suggestions for managing behavior problems and assessing children are useful additions to the book.

Michelson, L., Sugai, D.P., Wood, R.P., and Kazdin, A.E. (1983). Social Skills Assessment and Training with Children. New York: Plenum Press.

The primary objective of this book is to provide readers (teachers, clinicians, childcare workers, mental health workers) with knowledge regarding social skills assessment and training in order that they can implement social skills programs in their particular settings. The authors see the program being optimally effective when used with small groups of four to six children. The program can, however, be adapted for use with individuals, diads, or a class of 30 children. It is suggested that teaching sessions should be conducted either on a once or twice weekly basis, each session lasting 45 to 60 minutes. In a school setting, it is presumed that a teacher will supplant curricular class time with social skills training times, such that the program becomes part of the regular curriculum. This program can be used with a diverse age range of children, though it may be necessary to adapt scenarios, provided according to the cognitive abilities, social maturation, and skill level of children involved. Assessment procedures that evaluate the effectiveness of training are reviewed in the book. Social skills training methods are described.

The four core strategies used are: modelling, positive reinforcement, coaching/rehearsal, and practice.

Handout 22 (pg. 4)

The authors suggest teaching social skills through the use of their provided 'modules' which cover a broad range of social behavior. The 16 modules presented are each composed of: a rationale, instructions, scripts, and homework assignments. Modules are designed to provide structure for teaching the program, but also allow for flexibility whether the programis used for groups or individuals. A useful list of children's films is included, the content being related to the development of social competency, problem solving, and interpersonal relations.

Handout 23

HOME ACTIVITY

Review the annotated bibliography (Handout 22) which describes approaches and programs for social skills training designed for young children. Select a program/approach to use in your classroom. List the pros and cons of the selected program/approach.

PROGRAM SELECTED:

PROS	CONS

SESSION SEVEN

TEACHING SOCIAL SKILLS - THE INTEGRATED APPROACH

PURPOSE

Session Seven, sets the stage for discussing and practising strategies for integrating the teaching of social skills in the classroom. The pros and cons of available programs and approaches will be discussed (see Elementary Health Curriculum - 1983. Alberta Education). The rationale for integrating the teaching of social skills with daily classroom activities is developed. Recommended strategies for teaching social skills are introduced and described in detail in the reading assigned following the session.

TIME:

2 hours

Intended	Learning Activities	Resources
Participants will be able to: A. a) describe social skills programs appropriate for young children b) list pros and cons of available approaches TIME: 1 hour	Discussion of home activity Discussion of home activity	Handout 22 and 23
B. describe the rationale for teaching social skills within daily classroom activities TIME: 30 minutes	Small group discussion	
C. describe recommended activities for teaching social skills TIME: 25 minutes	Informal discussion	Handout 24
D. complete the home activity TIME: 5 minutes		Handout 25

A. INTENDED LEARNING:	**Participants will be able to:** **a. describe programs available for teaching social skills to young children.** **b. list pros and cons of available programs/ approaches.**
Time: 1 hour	

BACKGROUND FOR INSTRUCTOR:

The annotated bibliography (Handout 22) provides information about programs/approaches currently available which are appropriate for young children.

1. Similarities

   a. social skills are taught in specific lessons, over and above the regular curriculum

   b. social skills are taught in small groups

   c. lists of social skills are provided

   d. a very specific sequence of activities per lesson is prescribed in many

   e. the need to (and difficulty in) generalizing the skills beyond the specific lesson and teaching group is emphasized

   f. maintenance of skills is a recognized difficulty

   g. consideration of individual differences and developmental levels is limited

   h. suggestions for integrating the teaching of social skills within the classroom curriculum, are limited

   i. strategies used to teach skills are similar: coaching, modeling, role playing, relaxation, and problem solving

   j. methods to assess and evaluate effectiveness of the programs are included

   k. parent support and involvement is often required

   l. behavior management plans are included

2. Pros

The programs:

a. Advocate the use of a combination of techniques to teach social skills, thereby benefitting from the advantages of each one and circumventing the limitations of relying on a single technique. Techniques used most often in the programs are: coaching, modeling, role playing, positive feedback, problem solving, and relaxation. This combination approach is likely to have the greatest impact on the child's acquisition of social skills.

b. Emphasize a positive approach to teaching social skills, assuming that children can be taught skills that lead to successful social adjustment. The goal is usually to build pro-social, adaptive new behaviors, rather than to eliminate problem behaviors.

c. Focus on teaching social skills in public school settings, geared toward use by teachers.

d. Give recognition to the teachers' needs for guidelines and support if they are to address social skill deficiencies in their classrooms.

e. Provide comprehensive approaches to teaching social skills that include information on: assessment, selection of skills, techniques to teach skills, activities, behavior management, and evaluation.

3. Cons

a. Teachers are required to teach social skill lessons during the school day. It is often difficult to find this time. It is equally difficult to keep children after the school day is finished.

b. Teachers may have difficulty teaching social skills in small groups.

c. Teachers may require the support of other teachers or aides which is often not available in schools.

d. Teachers may need to give more time to individual differences and developmental levels of children. A generic approach may not benefit all children.

e. Teachers may require more flexibility when teaching social skills. The provision of specific lessons and scripts for teaching social skills can be quite limiting.

f. Teachers face many situations during a day where they will be required to integrate the teaching of social skills into daily classroom activities. Procedures for doing so are needed: the incidental teaching of social skills, or grabbing the 'teachable moment', is not emphasized in most programs.

g. Teachers may have difficulty generalizing skills beyond the program. Programs are designed to be implemented for limited time periods (i.e., 40 minutes a day for 8 weeks).

Summary

The participants' discussion of pros and cons of the programs will likely bring out the difficulty of adding on specific teaching lessons for social skills, the difficulty of arranging small group lessons within regular class settings, the great number of social skills presented, etc. These ideas will be important in developing the rationale for looking at integrating the teaching of social skills within daily classroom activities in the next activity.

RESOURCES: Handout 22 (Annotated Bibliography)
Handout 23 (Home Activity)

INSTRUCTIONAL ACTIVITIES:

1. Brainstorm "pros" of approaches to social skills teaching that the participants reviewed in Home Activity (Handout 23). Ask participants to volunteer "pros" that they noted, to develop a list of pros.

2. Conclusions: Summarize key points from discussion and background information.

3. Arrange participants in small groups.

4. Instructions to participants:

   "List the cons of the programs/approaches that you reviewed in Handout 23, (Home Activity). What difficulties did you note when you thought about implementing a program in you classroom? Prioritize the "cons". What are the major limitations that your group agrees on? Be prepared to report back to the large group in 10 minutes."

5. A spokesperson for each group reports the "cons" agreed upon in the group.

6. Conclusions: Summarize key points from discussion and background information.

B. INTENDED LEARNING:	**Participants will be able to describe the rationale for teaching social skills within daily classroom activities.**

BACKGROUND FOR INSTRUCTOR

Points to consider in discussing the rationale for teaching social skills within daily classroom activities:

- It allows for minimal disruption of the regular school day.
- It eliminates the need for time to be allotted to the teaching of social skills.
- It encourages children to view social skills as an ongoing and necessary part of their learning experience.
- It eliminates the need for small group instruction. No division is made between children who do and do not require assistance in developing social skills. Therefore children do not feel different or set apart from their peers.
- It enables the teacher to refine and adapt his/her approach according to what is observed to be essential for teaching.
- It allows the teacher to address the individual needs and developmental levels of different children.
- It allows the teacher to implement a variety of techniques depending on the presenting behavior.
- It enables the teacher to take advantage of the social learning potential in ongoing interactions between children and adults.
- It encourages the teacher to view each social interaction as an opportunity to help children improve and learn skills.
- It increases the effectiveness of the teaching of social skills.
- It enhances the possibility of generalizing social skills to a wide variety of social situations since the skills are taught under varied conditions in different settings and with different people.

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in small groups.

2. Instruction to participants:

   "Based on the `cons' we have identified, develop a rationale for the incidental teaching of social skills, for integrating this teaching with daily classroom activities. Be prepared to report back to the large group in 10 minutes."

3. A spokesperson for each group reports the rationale developed in the group.

4. Conclusions: Summarize key points

C.	INTENDED LEARNING:	Participants will be able to describe recommended activities for teaching social skills.
	Time: 25 minutes	

BACKGROUND FOR INSTRUCTOR:

The goal is to assist participants in using "teachable moments" in the classroom, to incorporate teaching social skills into various curriculum areas. A good starting point is to identify the techniques commonly used to develop social skills in children. Strategies for integrating these techniques in daily classroom activities will then be explored. Examination of the current literature in the area of teaching social skills reveals several strategies which have been found to be effective in developing social skills:

- modeling
- providing practice: coaching
  covert, verbal, motor responding
- providing opportunities for role playing
- providing positive feedback
- developing social perception: communicative competence
  empathy
  role-taking
- using cognitive approaches: alter self statements
  develop problem-solving skills
- providing relaxation

Several strategies must be combined to increase effectiveness. Illustrative examples of lessons from social skills training programs are provided to highlight strategies and to demonstrate possible combinations of strategies.

RESOURCE: Handout 24 (Examples of "Typical" Lesson Sequences for Social Skills Training Program)

INSTRUCTIONAL ACTIVITIES:

1. Instruction to participants:

   "Handout 24 illustrates `typical' lesson sequences from three social skills training programs. Examine the three lesson formats. What strategies are common across the three lessons?"

2. Participants are invited to share their observations.

3. Conclusions: Summarize key points. The training programs:

   a. provide discussions, descriptions, or rationales for the selected skills

   b. use modeling

   c. provide children with opportunities for practice (e.g., role playing)

   d. combine several strategies to maximize impact

NOTE: These lessons provide a sampling of important strategies. Others are also described in Handout 25.

D.	INTENDED LEARNING:	Participants will be able to complete the home activity.
	Time: 5 minutes	

RESOURCE: Handout 25 (Home Activity, Strategies for Teaching Social Skills)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to participants:

   "Handout 25 presents descriptions of various strategies for enhancing social skills. Review the strategies and think about how you have used them in your classroom to encourage pro-social interactions. Note two examples of how you have applied these strategies in your classroom over the past week to share with the group at the next session."

Handout 24

EXAMPLES OF "TYPICAL" LESSON SEQUENCES FROM SOCIAL SKILLS TRAINING PROGRAMS

Skill Lesson Format - Jackson et al. (1983)

1. Introduction - teacher introduces the selected skill and lists its behavioral components.

2. Demonstration -

   (a) teacher role plays an appropriate example of the skill (if another adult is not available, select a child);
   (b) children are asked to name the skill components that were modeled by giving positive feedback to the teacher;
   (c) teacher role plays an inappropriate example of the skill;
   (d) children are asked to name the skill components that were missing from the example.

3. Practice
   Role play

   (a) children are given vignette situations to role play;
   (b) children are asked to give positive feedback about the use of behavior components in the role play.

4. Rationales - children are asked to describe rationales for using the skill.

5. Reality Check - teacher role plays a possible real situation in which the use of a new skill does not result in the desired response from the other peers. The children are asked to generate ideas of what to do if this happens.

Reprinted with permission of Jackson, N.F., Jackson, D.A. & Monroe, C. (1983). Getting Along With Others. Illinois: Research Press.

Skill Lesson Format - McGinnis and Goldstein (1984)

1. Selection - a skill is targeted to be taught by the teacher.

2. Discussion - the children are asked to help determine the specific behavioral steps that make up the skill (i.e., listening). Sample question for children: "What do you do to show someone that you're listening?" Once steps to the skill are agreed upon, they will be listed on a chart and displayed so that the steps can easily be referred to.

3. Modeling - teacher models the skill using the behavioral steps.

4. Role playing - children practice the selected skill.

5. Performance Feedback - feedback follows each role play. Children discuss with the teacher how well the behavioral steps were followed. The teacher provides the children with reinforcement to encourage future use of the skill. Encourage perspective taking in regard to use of the skill.

6. Transfer of Training - assignment of homework as a transfer enhancing procedure.

Reprinted with permission of McGinnis, E., & Goldstein, A. (1984). Skillstreaming the Elementary School Child. Illinois: Research Press.

An outline of the training format - Michelson et al. (1983)

1. Rationale for the teacher - provides the teacher with a definition of the social skill to be taught. This section gives an explanation of which particular skill (i.e., giving and receiving compliments), is important for children to learn.

2. Sample Lecture for Children - provides a rationale to the child as to why this particular skill is necessary to have in his/her behavioral repertoire. The rationale should include a listing of both the benefits children may gain by acquiring particular skills and the pitfalls that may be encountered if they are deficient in those attributes.

3. Modeling -

   (a) the teacher uses scripts to model the skill in question for the children. The teacher first models how a person may respond to the scripted situation in assertive, passive, and aggressive modes. Following the modeling, the teacher explains why each performance was appropriate or inappropriate. The teacher can model the skill alone or employ a child to role play with him/her.
   (b) two children model the same scenarios for the class. Feedback and reinforcement are given by the teacher and the class.
   (c) group discussion - class discusses the modeling.

4. Behavioral Rehearsal - When the teacher determines that the children can both perform and discriminate between appropriate and inappropriate responses, behavior rehearsal procedures are implemented for the entire class. This will include: role playing, role reversal, teacher feedback, and small group discussion.

5. Class Discussion -

   (a) children discuss what they have been practising;
   (b) teacher reiterates important aspects of the skill (i.e., definition, rationale, and benefits).

6. Homework Assignments (optional) - usually involve observation and practice of social skills covered during the teaching session.

Reprinted with permission of Michelsen, L., Sugai, D.P., Wood, R.P., & Kazdin, A.E. (1983). Social Skills Assessment and Training With Children. New York: Plenum Press.

Handout 25

HOME ACTIVITY

Review the following descriptions of strategies for enhancing social skills. Think about how you have used them in your classroom. Note two examples of how you have applied these strategies over the past week to share with the group at the next session.

Handout 25 (pg.2)

TECHNIQUES COMMONLY USED TO DEVELOP SOCIAL SKILLS IN CHILDREN
(Outline)

1. **Modeling**

   Description and Rationale

   Factors to Enhance the Effects of Modeling

   Modeling in the Classroom - Alternative Formats

   a) Teacher as model
   b) Children as models
   c) Puppets as models
   d) Models in stories and books
   e) Models on tape

2. **Practice**

   Description and rationale

   Methods

   a) Coaching
   b) Covert Responding
   c) Verbal Responding
   d) Motor Responding or Role Playing

      Basic Steps in Role Playing
      Advantages of Role Playing

3. **Positive Feedback**

   Description and Rationale

4. **Social Perception**

   Description and Rationale

   Methods for Enhancing Social Perception

   a) Communication
   b) Role Playing
   c) Affective Education

5. **Relaxation**

   Description and Rationale

6. **Cognitive Approaches to Social Skill Instruction**

   Description and Rationale

   Altering Self Statements and Verbal Mediation

   Problem solving

      Description and Rationale
      Effects on the Child
      Instructional Sequence

7. **Generalization and Transfer**

   Description and Rationale

   Procedures for Promoting Generalization

   a) Select Skills Supported by the Natural Environment
   b) Variety of Responses
   c) Role Play 'Real World' Situations and Vary Conditions
   d) Reinforcement in the Natural Environment
   e) Explicitly Teach for Generalization

Handout 25 (pg. 4)

TECHNIQUES COMMONLY USED TO DEVELOP SOCIAL SKILLS IN CHILDREN

1. Modeling

Description and Rationale:

Modeling is defined by McGinnis and Goldstein (1984) as "learning by imitation" and has been shown to be an effective teaching method for children. Most social behaviors are learned through social modeling. Essentially, the child learns by observing a model who illustrates effective behavior. The child does not at this time become involved in practising the behavior, but it is presumed that as a result of being exposed to the appropriate use of a skill, the child will use it.

Several researchers have used modeling as a technique to measure improvements in children's social behavior. For example, Keller and Carlson (1974) asked a group of socially isolated preschool children to view a video in which several socially appropriate behaviors (displaying affection, smiling, laughing) were presented. As a result of being exposed to the pro-social modeling, the children's social behavior improved during a free play period. Other children who viewed a control film that did not include modeling the social behavior, did not show improvements (Michelson et al., 1983). Modeling has been successfully used with children to teach such pro-social behaviors as: social affiliativeness, creativity, self-control, sharing, certain cognitive skills, and empathy (McGinnis and Goldstein, 1984).

Factors to Enhance the Effects of Modeling:

Research has shown that modeling as a strategy to teach children can be enhanced by several factors (Cartledge and Milburn, 1986; McGinnis and Goldstein, 1984; Michelson et al, 1983). The characteristics of the model are important. Modeling will be most effective if the model is similar to the child (e.g., age, sex, social status), considered to be of high status and therefore worth imitating, performs the modeled skill well, and is rewarded for the behavior. The way the modeled behavior is presented is also important. The effects of modeling will be enhanced if the behavior is presented clearly, the modeled behavior is frequently repeated and multiple models are presented.

Modeling in the Classroom - Alternative Formats:

Modeling can be presented through several formats in the classroom.

a) Teacher as model: The teacher is a powerful model of social behavior in the classroom.

b) Children as models: Children in the class who act appropriately can be used as models, for example, "I like the way Joe looks me in the eye when he is talking to me." A child who is having difficulty can also be a model in a group discussion in which the children can problem solve alternative actions and solutions.

c) Puppets as models: The developmental level of the children is very important when using modeling as a teaching strategy. Young children may respond very well to the use of puppets as models. For example, puppets are used as models in the program Developing Understanding of Self and Others (DUSO). Puppets are used to present the problem, to model desired behaviors, and to role play possible alternative responses. It is important that the child be able to identify with the puppet character.

d) Models in Stories and Books: Stories and books may be particularly powerful social learning tools (Cartledge and Milburn, 1986). A particular advantage of stories involves the description of the inner thoughts of the characters. Their motivations can be described. Stories also provide opportunities to examine situations and contexts that are not easily accessible in the classroom.

e) Taped Models: Teachers may also wish to consider using taped models (films, television, radio, audio, video tapes). These alternatives can effectively teach children how to respond to various social situations.

2. Practice

Description and Rationale:

Although modeling is a necessary component in the teaching of social skills, most researchers agree that standing alone, it is not enough to create maintenance of skills or transfer to other environments. It is unlikely that behaviors will be remembered, repeated, and maintained if the child is not given the chance to practice new skills. Learning seems to be improved when the child is given the opportunity to practice the behaviors that are modeled and receives positive feedback for doing so.

Methods:

There are several methods which the teacher can use to initiate the practicing of skills:

a) Coaching: This is a method whereby the child is instructed on how a behavior should be performed. In contrast to modeling, coaching relies largely on verbal directions. Though a child may view and understand behaviors required of him/her, verbal instructions are often needed so that he/she can initiate the behavior himself/herself.. Coaching involves the following sequence:

Instruction: verbal instructions are given telling the child how a behavior should be performed.
Practice: the child is then encouraged to practice the behavior.
Feedback: practice by the child should be followed by feedback from the teacher as to how well the child did.

The most important component is the actual practice of behaviors. Coaching gives the child clear and detailed guidelines as to how behaviors should be performed and is most effective when preceded by modeling of behavior.

b) Covert Responding: Imagery may be used to develop social behavior (Bandura, 1977). This method is particularly useful with shy, withdrawn children who may become more relaxed and willing to verbally participate after imagining how they may respond to certain situations. For example, a modeling session may demonstrate appropriate responses to verbal aggression. The child is then directed to imagine himself/herself in a similar scene and to imagine possible responses. For example, you are walking home from school and two classmates begin to tease you because you could not answer a question in class. Imagine what you will do next (Cartledge & Milburn, 1986). The end result of the imagery should find the teacher and child discussing the imagined responses and weighing their benefits. Covert practice cannot be observed which limits the possibility of giving feedback. It should, therefore, be employed together with overt practice and rehearsal which provide opportunities for feedback and evaluation.

c) Verbal Responding: This is the appropriate follow through to covert responding where the child verbalizes behavioral responses, sorting out possible consequences and alternatives available to him/her.

d) Motor Responding or Role Playing: Covert and verbal responding prepare the child to practice appropriate responses by acting them out. Role playing is important for helping children to change their behavior or to learn new behavior.

The basic steps of role playing are consistent across programs which teach social skills. First the stage is set by describing the scene, selecting participants, and assigning and describing participant roles. Second, there is an enactment of the interaction by the participants who dramatize their respective roles. Third, the participants and observers discuss and evaluate the performance. Alternative responses are identified. Finally, there is a re-enactment of the interaction incorporating suggestions from the evaluation and sometimes using different participants.

Advantages of Role Playing

Role playing is extremely useful in allowing children to practice new skills. Several advantages include:

(1) Practice: Children carry out appropriate social behaviors and experience them in action.

(2) Perspective Taking: Switching roles enables children to see both sides of the situation. For example, a child who exhibits behaviors very annoying to others, may be helped by experiencing how others may feel about him/her.

(3) Observing Consequences: Through role play, children are given the opportunity to observe consequences of specific responses. For example, the child who chooses to hit back in response to verbal aggression may see that this action makes the situation worse and does not lead to a satisfactory solution. At this time, the teacher can help children to understand the need for developing alternative responses.

(4) Maintenance: Practice through role playing is effective in helping children to remember new skills. Maintenance is more likely to be achieved since children have had the opportunity to practice by physically acting out responses.

3. **Positive Feedback**

Description and Rationale:

Although role playing, when preceded by modeling and coaching, is highly effective, its effects often do not last. The child now knows what to do and how to do it. He now requires an incentive to keep doing it.

Providing a child with information in regard to good use of a skill will likely reinforce its use and lead to maintenance. Social reinforcement, praise or approval from others, is an important instructional tool since it allows the child to see exactly which behaviors are viewed as desirable by others. Positive feedback should be used whenever the goal is to strengthen and maintain a behavior. Michelson et al. (1983) point out that it is essential to reinforce appropriate behaviors immediately and to not reinforce negative behaviors by attending to them. It is important when giving feedback to be descriptive. This means feedback should describe what was appropriate or what was liked about the behavior, not the child as an individual. For example, stating that the child is good, has less of an impact than describing what is good (i.e., you used your words to tell Joe he was bugging you, and he stopped). A child should not be made to feel that he/she is not a good person if he /she is not behaving appropriately (Handout 3-1 provides suggestions for giving positive approval.)

4. **Social Perception**

Description and Rationale:

Among others, Cartledge and Milburn (1986) present instructional approaches that are designed to help children become aware of the impact of thoughts on feelings on social behavior. Social perception involves understanding a social situation — knowing when and how to make an appropriate social response. The goal of the instruction is to help children to develop ways of producing more adaptive behaviors. "Mediational processes (thinking) that occur between the presentation of environmental events (stimuli) and the individuals' reactions to these events (responses) are considered direct behavior and thus are highly relevant to teaching social skills" (Cartledge & Milburn, 1986, p. 88).

It is important to note that although social perception and social skills are often thought to be one and the same, social perception is, in fact, the precursor of social skills (Morrison & Bellack, 1981). Social perception, does not necessarily lead to improved social skill performance. Direct instruction may still need to be given in this area (Cartledge & Milburn, 1986).

Methods for Enhancing Social Perception:

Thoughts about a social encounter are determined by how a situation is perceived. Interventions that improve social perceptions need to be considered. The following methods are recommended to enhance the child's accurate interpretation of social situations:

a) Communication: A child's understanding of social situations may be enhanced through improved understanding of nonverbal and verbal communication. Social perception deficits may indicate difficulty in accurately interpreting and relating signals and symbols in the environment (Cartledge & Milburn, 1986). For example, a child who misinterprets 'horseplay' as aggression, or sarcasm as a compliment will probably respond inappropriately and not experience positive consequences.

Social perception training often includes teaching children the significance of nonverbal communication, such as facial expressions, body movement and posture, physical gestures, voice cues, physical proximity, and physical appearance (Minskoff, 1980a, 1980b; Wiig & Semel, 1976). Children may also be taught to understand and use positive or pro-social communication skills, such as, expressing agreement and disagreement, giving and receiving compliments, expressing feelings, and understanding the expression of feelings by others, negotiating (e.g., Fagen, Long, and Stevens, 1975; Wiig and Semel, 1976).

b) Role playing: Role playing is another method suggested by Cartledge and Milburn (1986) to develop social perception in children. By playing various roles built around interpersonal situations, the child should begin to identify and understand both the emotions that he feels and those that others may feel as a result of his actions. Increased perspective taking and decreased egocentrism result. This method would be particularly useful following instruction in non-verbal and positive communication, since a child will be prepared to identify such things as facial expressions, voice inflections, and hopefully use a positive vocal response.

c) Affective education: Teaching children to identify and understand the feelings of others by playing roles contributes to empathy. Children gain an understanding of the complexity of emotions and how understanding of emotions can be used to interpret human behavior (Cartledge & Milburn, 1986).

Many affective education programs include teaching children to identify and label their own emotions and the emotions of others. Identifying important external cues which signify emotions and being able to discriminate among emotions contribute to correct interpretations of social situations. It is also important for the child to understand the connection between precipitating events and emotions (e.g., John is sad <u>because</u> I hit him; May is happy <u>because</u> I told her she looks nice today).

5. <u>Relaxation</u>

<u>Description and Rationale</u>:

Teaching the child how to relax is thought to enhance his ability to control some thoughts and feelings that may interfere with his ability to perceive social situations accurately and therefore respond appropriately. The belief held by authors of several social skill programs, is that a child who can use relaxation techniques may be able to alter negative feeling states and delay impulsive expression of negative emotion long enough to think of alternatives. As Cartledge and Milburn (1986) state "relaxation is useful because the physiological state of relaxation is incompatible with fear, anger, and anxiety provoking cognitions and feelings". The child who is able to relax when involved in interpersonal encounters that are anxiety or anger provoking, is using a social skill that will aid him in responding thoughtfully and not impulsively. Many social skill programs advocate the teaching of relaxation. Jackson et al. (1983) have included relaxation scripts in their social skill program. Here, the goal of teaching relaxation is to have the child interact more successfully, for example, by employing positive self-statements in stressful social situations.*

*NOTE: Some parents may not approve of controlling thoughts and feelings through relaxation exercise. Teachers are advised to obtain parental approval prior to using them.

6. Cognitive Approaches to Social Skill Instruction

Description and Rationale:

Cognitive approaches to social skill instruction focus on cognitions which direct behavior. The child's thoughts about himself/herself and the situation, and his/her approach to solving problems are two areas which are emphasized.

Problem solving:

Description and Rationale

The ability to problem-solve is believed to be important if children are to experience success in interpersonal situations. Good problem solvers tend to be more competent in social situations than poor problem solvers (Cartledge & Milburn, 1986).

Many different types of cognitive therapies have been designed to aid children in problem solving (e.g. Camp & Bash, 1981; Kendall & Braswell, 1985; Meichenbaum, 1977; Meichenbaum & Goodman, 1971). Generally, in this approach the child is taught to engage in self-talk, where the problem is identified and alternatives and consequences are considered. The child is typically taught to ask himself/herself self-instructional questions, such as:

1. What is my problem?

2. What is my plan?

3. Am I using my plan?

4. How did I do? (Camp & Bash, 1981).

Essentially children are being taught to be systematic in their approach to solving their own social and behavioral problems. This is an approach that can be used throughout the school day, wherever social difficulties arise (e.g., Camp & Bash, 1981).

Effects on the Child

The problem-solving approach has several important effects on the child:

1) The child is in control when this approach is used. This results in a reduction in the amount of direction the teacher has to give, which increases the child's sense of independence.

2) In generating alternatives and deciding on a course of action, the child comes to the understanding that he/she is responsible for his/her own behavior.

3) The assumption of control, increased independence and responsibility, usually result in improvements in self-esteem and in the child's motivation.

Instructional Sequence

Initially, the teacher will model problem solving in the classroom, gradually reducing her involvement when children pick up the approach and begin to use it. This will involve the teacher verbalizing thoughts that are usually kept to oneself (e.g., I have a problem. There's no chalk to write on the board. What should I do? I know, I'll use the flip chart, then get the chalk at recess. Yes, this is working well, no need to get upset. Next time I'll check ahead of time to make sure I have everything I need).

Next, the teacher will help the child to use the approach using the following steps:

1) The teacher identifies that a problem exists: "I see you're interrupting while somebody else is talking." The child cannot solve a problem if he is unsure that one exists.

2) The child is assisted in generating alternatives: indicating that alternatives exist helps the child to see that there are different ways to approach a problem. Alternatives generated may include:

   - waiting till the other person is finished.
   - asking if you can have a turn to speak.
   - writing down what you have to say so you won't forget.

   The teacher may initially model the generating of alternatives, later asking the child to do this alone. The consequences of various alternatives should also be considered at this point (e.g., if you choose to interrupt, how do you think others will react to you. Sometimes people who interrupt don't get listened to, or others don't like to include them in discussions).

3) The child is assisted in choosing a solution, which involves matching the listed alternatives and consequences (e.g., if I wait till somebody finishes speaking, then I can say what I want to say and others won't mind me being in their group).

   It may be helpful to the child at this point to rehearse the chosen response so that he/she becomes versed in the appropriate behavior. The child can then be encouraged to do this in a real life situation. Finally, the child evaluates how well the plan worked. Coping statements should be practised so that the child is able to handle failure (e.g., My plan didn't work this time, but that's okay, maybe I'll try my second plan next time).

The teacher's involvement in the problem-solving process should be gradually faded out when the child is automatically able to respond to situations by independently using the four questions outlined previously, or using a set of questions generated during the learning process.

As noted by Michelson et al. (1983), the goal of problem solving is to develop a superordinate strategy. This is probably this approach's greatest asset, since it is impossible to teach correct responses to all possible social situations. Rather, the child must become skilled at evaluating each situation separately and to generate responses effective for the particular problem. Problem solving allows this to happen.

7. Generalization and Transfer

Description and Rationale:

The ultimate goal of teaching social skills is the appropriate use of the skills taught in other situations. A social skills training program would be judged to be ineffective if skills taught were only used in the training setting. Generalization does not occur automatically. There must be a conscious effort to teach for generalization and transfer (Michelson et al, 1983).

Procedures for Promoting Generalization:

Most social skills programs include procedures aimed toward promoting the generalization of social skills so that the child will use the skills when it is appropriate to do so and not just in the teaching situation. The following procedures are those most commonly found in social skills programs:

a) Select Skills Supported by the Natural Environment: Generalization is more likely to occur if the behaviors taught will be supported by the child's environment (i.e., parents, other teachers, and peers). For example, if the child's parents or peers value the skills taught and respond by giving positive feedback, chances are that he/she will be encouraged to use the skills frequently. Conversely, if the child's environment provides no support for the use of a particular skill, he/she is not as likely to continue using it. McGinnis and Goldstein (1984) note that it is highly desirable for the teacher to attempt to let others interacting with the child (parents, teachers, peers) know which skills are being taught and why in order so that they will be able to reinforce them and therefore promote generalization to other settings. In the same vein, Michelson et al. (1983) note that the use of peers who are similar to and respected by the child to model appropriate behaviors is useful in promoting generalization since the child is motivated to be like these peers.

b) Variety of Responses: A variety of responses to particular social situations should be taught so that generalization will occur in natural settings. Role playing can be particularly useful here since a variety of situations can be played out and discussed. Children should also be encouraged to suggest role plays since they are apt to describe situations where they have behaved inappropriately. Cartledge and Milburn (1986) note that the child can be asked to verbally state what he/she did or might do while engaging in a social behavior. Teachers can follow this up by asking a child to come up with alternative responses and their consequences. Essentially, the teacher is reinforcing in the child the systematic process for solving problems. Self-instruction, and problem-solving, aid in behavior generalization since they are strategies found to be transferrable to a variety of problem situations. Camp and Bash's (1981) Think Aloud Program is structured to provoke behavior and reactions in the training sessions that commonly occur in the classroom. Through the use of problem solving, the child is asked to try out new ways of coping with these situations. The child's awareness of his thinking processes is most likely to lead to generalization (Cartledge and Milburn, 1986).

c) Role Play 'Real World' Situations and Vary Conditions: Role playing, in order to rehearse responses, and instructed generalization, when a teacher describes to the children the specific types of situations in the "real world" in which they should use a given skill (McGinnis and Goldstein, 1984), are effective methods for promoting generalization but should be combined with teaching in natural settings. Such environments may include the lunchroom, playground, or hallways. Transfer of training in this manner indicates to the child that good social skills are not restricted to the confines of the classroom.

d) Reinforcement in the Natural Environment: While in the classroom, the teacher may use positive feedback to facilitate the use and maintenance of good social skills. Generalization of skills, however, appears to rely on the fading of this and other contingencies to equal those operating in the natural environment (Michelson et al., 1983).

e) Explicitly Teach for Generalization: Generalization, itself, should be reinforced by the teacher as if it were an explicit behavior. While in the class setting, the child can be asked to suggest where else he may use the skill. The child is therefore being taught to generalize. Children should be given positive reinforcement when they are observed to be using skills outside of the class or report on their use, for example, at home. It may be beneficial to the teacher to assign the children homework to use their skills in different environments, and to return to the classroom to discuss the specific behaviors used and the responses given.

SESSION EIGHT

INTEGRATION STRATEGIES

PURPOSE:

In Session Eight, strategies for integrating the teaching of social skills in the classroom are elaborated further. Participants will actively share practical classroom applications of recommended strategies for teaching social skills. Their experiences illustrate that many 'teachable moments' present themselves in classrooms. They will examine how content areas may be selected to teach specific social skills. They will practice developing action plans to teach specific social skills and to integrate them with content area activities.

TIME:

2 hours

Intended Learning	Activities	Resources
Participants will be able to: A. describe ways that teachers apply strategies for teaching social skills in the classroom TIME: 45 minutes	Discussion of home activity - pairs - small groups - feedback - conclusions	Handout 25
B. select a theme to integrate content and the teaching of specific social skills TIME: 55 minutes	Informal talk Discussion - pairs - feedback - conclusions	Handout 26
C. describe teaching strategies and curriculum activities to teach special social skills TIME: 15 minutes	Small group activity	Handout 27
D. complete the home activities TIME: 5 minutes		Handouts 28 and 29

READING ASSIGNMENT: Handout 30 (Classroom Interventions for Specific Problem Behaviours)

A.	INTENDED LEARNING:	Participants will be able to describe ways that teachers apply strategies for teaching social skills in the classroom.
	Time: 45 minutes	

BACKGROUND FOR INSTRUCTOR:

In completing the home activity from Session Seven (Handout 25), participants have reviewed descriptions of several strategies for enhancing social skills. The focus will now be on the application of these strategies in the classroom context. Sharing among participants will provide a wide range of applications which teachers have found appropriate in their classrooms. Some strategies will be identified as lending themselves more easily to classroom use. It is important to also consider examples of strategies which may be less obviously integrated in the classroom, but which may also have the potential of being effective in enhancing social skills in the classroom.

RESOURCE: Handout 25

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in pairs to discuss their applications of strategies outlined in Handout 25 (5 minutes).

2. Arrange participants in small groups to share their applications of the strategies.

   Instructions to participants:

   > "Share your applications of strategies for enhancing social skills. Which strategies appear to lend themselves most easily to classroom use? Take 15 minutes."

3. A spokesperson for each group reports the conclusions. (Depending on the number of groups, you may wish to have two or three groups report and then others add missing information.)

4. Conclusions: Summarize key points from the discussion.

B. INTENDED LEARNING:	**Participants will be able to select a theme or unit of study to integrate content areas and the teaching of specific social skills.**
Time: 55 minutes	

BACKGROUND FOR INSTRUCTOR:

Participants will examine an example of a unit of study in which content and social skills goals are integrated. Handout 26 provides a detailed description of the plan of study. The copy for the instructor identifies the content goals, strategies for social skills teaching, and targeted social skills. Handout 26 for the participants does not specify these goals and strategies; participants will work in pairs to fill in this information.

RESOURCE: Handout 26 (Social skills across the curriculum)

INSTRUCTIONAL ACTIVITIES:

1. The instructor introduces the next activity, highlighting the following points:
   a. social development does not occur in a vacuum
   b. social skills teaching can be integrated with most curriculum areas
   c. 'teachable moments' present themselves frequently in the classroom
   d. formal teaching of social skills may also be indicated to meet the needs of students
   e. social skills instruction is preceded by the identification of the needs of the students and a choice of a unit of study that lends itself to the teaching of specific skills
2. Arrange participants in pairs to discuss Handout 26.
3. Instructions to participants:

   "Handout 26 provides an example of a unit of study developed to integrate the teaching of social skills with the teaching of content. Strategies found to be effective in teaching social skills are also included. Examine the unit of study; on the right-hand side of each page, note the content areas addressed, social skills targeted, and the strategies for teaching social skills." (30 minutes)

4. Conclusions: The instructor organizes feedback from the exercise by asking participants to share examples of social skills, strategies for teaching social skills, and content areas. The instructor fills in missing information. (20 minutes).

C.	INTENDED LEARNING:	**Participants will be able to describe teaching strategies and curriculum activities to teach specific social skills.**
	TIME: 15 minutes	

BACKGROUND FOR INSTRUCTOR:

Participants now have a level of knowledge which enables them to capture teachable moments and seize opportunities to enhance social skill development in the classroom. However, systematic planning to set up opportunities to teach specific social skills is also important. Participants will practice developing plans of action to address social skill problems that they may encounter in their classrooms. A problem will be identified, and the social skills the child needs to learn will be described. Participants will share suggestions for implementing strategies for teaching the identified social skills and related content area activities.

RESOURCE: Handout 27 (Action plans)

INSTRUCTIONAL ACTIVITIES:

1. Review the examples in Handout 27 which describe a problem behavior, the social skills that children need to learn, strategies for teaching the targeted skills in the classroom, and ideas for integrating the social skill teaching with curriculum content. (5 minutes)

2. Arrange participants in small groups.

3. Each group selects a problem and brainstorms solutions for implementation and integration with curriculum activities. (5 minutes)

4. A spokesperson for each group shares the ideas generated in the group. (5 minutes)

D.	**INTENDED LEARNING:**	**Participants will be able to complete two home activities.**
	Time: 5 minutes	

RESOURCES: Handout 28, Home Activity (Teaching Specific Social Skills) and Handout 29, Home Activity

INSTRUCTIONAL ACTIVITIES:

1. Instructions to Participants:

   "Handout 28 provides an opportunity for practice in combining teaching strategies and curriculum activities to teach specific social skills. Select a problem behaviour in your class and complete the chart in Handout 28."

2. Handout 29 is a repeat of Handout 16 (Home Activity) to provide practice in using a problem-solving approach to behaviour management.

READING ASSIGNMENT: Handout 30 (Classroom Interventions for Specific Problem Behaviors)

Handout 26

SOCIAL SKILLS ACROSS THE CURRICULUM: AN EXAMPLE

Social development does not occur in a vacuum and the teaching of social skills can be integrated with most curriculum areas. Depending on the needs of the students, social skill teaching may occur in a formal context or by capitalizing on 'teachable moments'. The first step in designing a program for teaching social skills is to identify the needs of the students and choose a unit of study that lends itself to the teaching of specific skills.

For example, if the goal of the program is to teach cooperation, SPACE is one unit of study that can easily be adapted to integrate the teaching of content and social skills.

The following example describes a Space unit in which the teacher has included content goals, social skills goals, and strategies which are effective in enhancing social skills.

EXAMPLE:	CONTENT AREA, SOCIAL SKILL, TEACHING STRATEGY:
SETTING THE STAGE We are going to a new planet to live. We will be making an entry in our space journal each day. We will be discussing what the planet is like, the problems we faced, and how we solved these problems.	- classification - using defining criteria - what is necessary to survive - (life studies)
RATIONALE We want to survive on this new planet and live in harmony with the inhabitants who live there. Cooperation is essential for both species to survive. We will be writing in our journal as a group. Everyone's opinions and ideas are important.	- everyone is important - co-operation is a good thing to work towards

Handout 26 (pg. 2)

GATHERING INFORMATION BEFORE WE GO What do we need to know about the planet? What do we need in order to survive? What are the resources on the planet? What will we need to take with us? What kind of spaceship will we need? What can we take with us? How far away is the planet? How long will it take us to get there?	- gathering complete information - what makes humans unique - what resources are necessary What for survival - spaceship study - measurement - estimation - planful behavior
(During this phase we can discuss what would happen if we didn't make a plan. This exercise is particularly important for children who are impulsive.)	
On our journey we need to decide what role each member of the crew will have. It is optimal if two students share a role, thus increasing the frequency of opportunities for cooperation exercises.	- role taking
ARRIVAL When we arrive at our new planet, we find many wonderful new creatures. Some are shy, some are friendly, some are aggressive, and some act without thinking. We want to live in harmony with these creatures - what can we do to ensure harmony?	- perspective taking - descriptive skills - problem solving - defining emotions
INTRODUCE CREATURES Sad Angry Happy Disappointed Bully Shy	
Let's describe the new creatures that we meet. This is Angry Andy - how does his face look? How can we tell he is angry?	- using descriptive skills - perspective taking

This exercise can be done for all characters. One medium that may be used is a classification chart.	
SAD **ANGRY** **HAPPY** **SHY** frowning scowling smiling no eye contact crying clenching fists drooping shoulders drooping shoulders	
What do their voices sound like?	
After the students have described how each character looks, we can discuss why they feel as they do.	- hypothetical thinking - prediction skills - cause and effect relationships - perspective talking
It is important at this time to compare what makes the creatures feel as they do with what makes the students feel as they do. The goal is for the children to realize that different situations may make people feel differently. For example, a birthday party may be exciting and fun for most children, but to a shy or withdrawn child it may be very overwhelming.	
At this point it may be beneficial to discuss ways that we could make others feel better. Using the students' perspective, elicit ideas of how other people can make them feel better (i.e., share a toy, etc.)	- what social skills are desirable and why

Now that the stage has been set and the characters have been introduced, each session is initiated with a problem. Using a problem-solving approach, the children will: a) define the problem b) make a plan c) implement the plan d) evaluate the plan Note: Children who are unfamiliar with the problem-solving approach will require that the teacher provide adequate modeling.	- problem solving - sequencing - planful behavior - hypothetical thinking

SCENE I	
Mary and Angry Andy have decided that they need to build a house for the earth creatures to live in. Andy is very domineering and yells at Mary when she offers ideas about how to build the house. What can Mary do so that the house gets built?	- problem solving - perspective thinking - planful behavior - utilizing background information - study of suitable materials
Problem Identification: Mary and Andy are not cooperating to build the house.	
Possible Plans:	
1) Mary could build the house. 2) Andy could build the house. 3) Mary and Andy could build the house together.	- estimation of size - descriptive skills - prepositional knowledge - following directions - critical thinking (how to make an objective criticism without judging the person)
We have chosen plan (3). What can we do to ensure its success?	
1) Mary needs to tell Andy that when he yells at her, it makes her feel bad. Andy may not know how he makes Mary feel.	
2) Mary can describe her ideas and Andy can identify (in a non-hurtful way) why particular ideas are good or not so good.	
3) Vice versa for Andy.	
4) Make a list of Mary's good ideas and Andy's good ideas.	
5) Decide which ideas will work together.	
6) Start construction - Role play.	
7) Evaluate.	
Also, if Andy feels that he is becoming angry, he has the option of leaving the situation or describing how he feels without using blaming words.	

Handout 27

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration
The child frequently labels others in his class as stupid/dummy	The child makes positive statements to others (e.g. "it is difficult to do that")	Identification of uncomplimentary names Perspective taking. How does it make you feel? Problem solving. How could you make this person feel better? Role Play Outline of what happens when we call people names Outcome of being complimentary (positive feedback from others)	Read book Leo and the Late Bloomer Expand into classification activity. What things make Leo feel sad/happy? Language books for individual reading. Children make their own stories.

Handout 27 (pg. 2)

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration
A child labels himself/ herself as "stupid", "bad", "dummy"	The child compliments himself/herself, identifies something he/she does well		

Handout 27 (pg. 3)

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration
A child takes and uses the belongings of others without permission	The child asks permission to use the belongings of others		

Handout 27 (pg. 4)

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration
The child becomes withdrawn and refuses to talk when teased by peers	The child will respond appropriately to teasing (e.g. ignoring, expressing feelings)		

Handout 27 (pg. 5)

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration
The child does not let other children have turns when playing a game	A child regulates his/her behavior to allow for turn taking. He/she follows the rules of the game		

Handout 28

TEACHING SPECIFIC SOCIAL SKILLS: ACTION PLANS

Behavior of Concern	Appropriate Social Skill	Implementation	Integration

Handout 29

HOME ACTIVITY

Use the problem solving approach to handle a troublesome behavior in your classroom. Record the interaction below. Reflect on the experience (questions below).

1. Inappropriate behavior

2. Descriptive feedback

3. Alternatives

4. Child generated alternatives

5. Child's choice

6. Evaluation

Handout 29 (pg. 2)

7. How do you feel about the interaction?

8. How do you think the child felt?

9. What was the effect on the classroom (activity, other children)?

10. What do you think the child learned?

Handout 30

Classroom Interventions for Specific Problem Behaviors

ATTENTIONAL DIFFICULTIES

Children with attentional difficulties can be found in most classrooms. Such children are usually easily distracted, have difficulty focusing and concentrating, and are often impulsive in their behavior. As a result of these difficulties, these children often miss a large portion of information given in the classroom. This is true both academically and socially. For example, because they do not attend to the relevant cues or subtlety of some social behaviors , they often misperceive situations and act inappropriately. Special attention needs to be directed towards these types of learners. The following instructional strategies would be useful in working with these children with the goal to increasing appropriate social behaviors:

CLASSROOM INTERVENTIONS FOR ATTENTION DISORDERS

1. Quality of Instruction

   a. Teacher Characteristics

      Children with attention deficit disorders find it easier to pay attention to teachers who can deliver lessons in a highly animated, highly structured and clear manner. Brisk pacing and an interesting mix of activities are more important to children with attentional problems than to other children.

   b. Guided Practice

      As much as possible integrate listening activities with hands-on work.

2. Classroom Environment

   a. Grouping of Students

      Children with attention disorders are often not well-liked by other children. If you allow children to group themselves, children with attention disorders may end up in the same group by default. This outcome should be avoided.

   b. Don't Invite Attention Seeking

      Circulate among your students while they are working on assignments so that you can monitor what they are doing and be on hand to praise them when they are working appropriately. Sometimes teachers who sit at their desks end up with long lines of students in front of them. The message to students (especially the child with attention disorders): If you want attention from the teacher, don't work, go stand in line.

   c. Classroom Rules Should Be Visible

      Children with attentional disorders find it difficult to follow rules. Post the most important classroom rules in a prominent location. Begin activities by having the children recall and discuss the rules which apply to that situation.

3. Cognitive Skills

   a. Integrate the Teaching of Planning and Self-Monitoring Skills into your Lessons

      Children with attentional difficulties tend to be impulsive and disorganized. To combat this, model planning behavior as you are presenting a lesson by asking yourself questions aloud. For example, "What's my problem here?" "What should I do first?" Initially, answer the questions yourself: as the students get used to it, have them answer the questions. Self-monitoring questions would include: "What was difficult about that task?" "How did I do?"

   b. Attributions

      Children with attentional problems have difficulties controlling their own behavior and easily come to believe that they can't control it. They need reminders and encouragement from teachers that they can control their own activities.

4. Problem Solving Approach to Behavior Management

   a. Descriptive feedback - increases self-awareness

   b. Provide alternatives - improves reflection and problem solving

   c. Student generates alternatives - increases ownership of behavior

   d. Student chooses how to behave - assumes responsibility for own behavior.

Reprinted with permission of Richard Conte. (1990). "Classroom Interventions for Attention Disorders." The Learning Centre, Calgary, Alberta.

THE WITHDRAWN PASSIVE CHILD

Another problem that may present itself in the classroom is passive/social withdrawal. Researchers have described this type of children as being isolated, shy, passive and lethargic (Michelson et al, 1983). They have noted that socially withdrawn behavior, not only affects a child's present functioning, but future functioning as well since social skill deficiencies are carried into adulthood, often resulting in serious psychological disturbances .

The strong relationship between social competence and successful peer interactions has been elaborated upon previously. The withdrawn children tend to shy away from social situations due to anxiety associated with interpersonal interactions. Such children have little opportunity to be exposed to appropriate models of social behavior and do not receive the necessary reinforcement from peers that promotes positive social behavior. As a result, withdrawn children are often unpopular due to a lack of social skills. Peer acceptance and popularity are known to be important components of children's social development. Popularity is associated with academic achievement and good cognitive and emotional development.

The following instructional strategies would be useful in working with withdrawn/passive children to promote positive social behavior.

CLASSROOM INTERVENTIONS FOR THE WITHDRAWN/PASSIVE CHILD

1. Quality of Instruction

   a. Teacher Characteristics

      Passive/withdrawn children may find it easier to participate when the teacher can present material in a nonthreatening, nonjudgmental manner.

2. Classroom Environment

   a. Grouping of Students

      Children who are passive/withdrawn may find large group instruction of social skills threatening. If possible, teach these skills in small groups with group members who are empathetic and encouraging.

   b. Expose the Child to Models of Appropriate Social behavior

      The socially withdrawn child often lacks the opportunity to view good social behavior. Since the child tends to shy away from his/her peers, it may be useful to use film modeling. The child is exposed to videotaped segments where socially appropriate behavior such as displaying attention, smiling, and laughing, are presented (Michelson et al, 1983). This is far less threatening to the child than direct interaction with peers.

      The child may also respond if one-to-one instruction is given, whereby a teacher can model behavior and encourage the child to practice. Gradually other students can become involved in the interactions as the child's comfort level increases.

      De-emphasizing the child's responses may be appropriate. By allowing the child to become a character in a book or a puppet, the discussion is focused on the character's behavior, not the child's.

   c. Attend to Positive behavior

      Attempting to coax a child to participate, no matter how well intended, will probably result in further withdrawal. Attend to the child's positive behaviors, "catch" the child participating thereby reinforcing the behavior.

3. Cognitive Skills

   Integrate the teaching of planning and self-monitoring skills in your lessons.

   Passive withdrawn children tend to experience anxiety and fear when faced with the need to interact with peers. These children may harbor negative self-statements, believing that they are not worth inclusion, and that rejection is inevitable. Withdrawal is their coping mechanism. Cognitive approaches to skill instruction have two primary goals: 1) to alter the self statements a child makes to himse lf and 2) to develop cognitive problem solving skills.

Cognitions are believed to play a major role in directing social behavior (Cartledge and Milburn, 1986). Problem solving can be used with the passive/withdrawn child in the same way as illustrated for the child with attentional difficulties. Planning and preparing for social situations usually reduces anxiety which leads to withdrawal. It will be important to teach the child to use coping self statements (e.g. if the other kids don't ask me to play, I can handle it; I did speak to one friend today; I am starting to get upset; I should relax"). The child can be taught to cope with his affect through problem solving.

It may be useful to introduce the passive/withdrawn child to problem-solving by using imagery as a teaching strategy. Ask the child to imagine for example that he/she is in the playground and would like to join in, what should he do? Imagery reduces anxiety and stress, allowing the child to become comfortable prior to verbalizing problem solving.

a. Attributions

Passive/withdrawn children require encouragement, reinforcement and positive feedback to promote positive social behavior. The teacher may wish to encourage interaction, for example, by asking such a child to distribute crayons. This would involve the child having to ask peers which colours they would like. The teacher can then reinforce the interactions with praise.

THE AGGRESSIVE CHILD

Opposite to the withdrawn child, is the aggressive child. Both types of children lack the social skills that would lead to successful and appropriate interactions with others. Aggressive behaviors include:

fighting
verbal and physical assaults
teasing
provoking and violating, or
ignoring the rights of others (Michelson et al, 1983).

The aggressive child's behaviors do not lead to beneficial effects. Research indicates that aggression can impede the socialization process in childhood. These children do not learn appropriate skills and are consequently often rejected by their peers. Aggressive children often have academic difficulties, and problems in adulthood.

CLASSROOM INTERVENTIONS FOR AGGRESSIVE CHILDREN

1. Quality of Instruction

a Teacher Characteristics

Aggressive children may be more apt to change their behavior if they are exposed to appropriate social role models. The teacher is in a position of influence where she can model non-aggressive methods of coping with social situations.

2. Classroom Environment

a. Grouping of Students

Aggressive children are not usually well liked by other children. It will be important to avoid allowing aggressive children to group together where negative behaviors can be reinforced. Attempt to include the aggressive child with children who exhibit appropriate social skills, thereby exposing the child to positive role models.

b. Don't Invite Attention Seeking

Aggressive behaviors tend to be high attention getting behaviors. Social behaviors are reinforced when attention is given to them. It is important therefore to reinforce instances where the child acts appropriately, particularly instances where the child could have been aggressive but chose not to be, e.g. "You could have hit Sam, but you chose not to and used words instead."

c. Classroom Rules Should be Visible

Aggressive children often violate rules in the heat of a confrontation. Impulsivity is also a behavioral characteristic of most aggressive children. Post rules prominently in the classroom, and involve the children in making the rules. Constant revision of expectations may encourage the children to stop and think before aggressive action is taken.

d. Guided Practice

Some aggressive children are unaware of what constitutes appropriate social behavior. Modeling, coaching, and practice (role-playing) of behaviors should be incorporated into daily classroom routines. Constant high levels of aggression can lead to high levels of stress. Relaxation exercises with aggressive children will probably be useful.

3. Cognitive Skills

Aggressive children tend to act impulsively. The problem solving approach is particularly appropriate for this type of child, where consideration is given to the consequences of behavior and the child is encouraged to generate alternative courses of action. Camp and Bash, (1977) illustrated the utility of problem solving approach for developing appropriate social behavior in their use of this method with boys described as "severely aggressive". Aggressive behavior can be changed by teaching the child to stop, think, plan and generate alternatives.

a. Attributions

Aggressive children need to be helped to understand that they can control and change their behavior. Encouragement, reinforcement and positive feedback are helpful strategies in this area.

SESSION NINE

PROBLEM SOLVING APPROACH TO BEHAVIOR MANAGEMENT

PURPOSE: Participants will now bring together the many strategies provided in previous sessions and apply them to meet particular problems. The problem solving approach to behaviour management will be stressed in the context of the enhancement of social skills. Role playing opportunities will reinforce the application of strategies to meet individual needs.

TIME: 2 hours

Intended Learning	Activities	Resources
Participants will be able to: a. describe a problem-solving approach to behavior management TIME: 40 minutes	Discussion of home activity	Handout 29
B. describe intervention strategies for dealing with children who present with specific problems 1. attention disorders 2. shy/withdrawn 3. aggressive TIME: 1 hour	Role plays	Handout 30 Handout 31
C. complete the home activity TIME: 5 minutes		Handout 32

(There may be time for participants to raise issues that have not been discussed or to clarify points.)

A.	**INTENDED LEARNING:**	**Participants will be able to describe a problem-solving approach to behavior management.**
	Time: 40 minutes	

BACKGROUND FOR THE INSTRUCTOR:

The problem-solving approach to behavior management presented in Session Four will now be reviewed in the context of the enhancement of social skills. Participants will reflect on the approach to review key characteristics described in Session Four. It is important to highlight the focus on the thinking process, the general ability of what is learned, the child's shared participation and consequent positive benefits for the development of self-esteem. Review the background provided in Session Four.

RESOURCE: Handout 29 (Home Activity)

INSTRUCTIONAL ACTIVITIES:

1. Participants form small groups.
2. Instructions to participants:

   "Discuss Handout 29 (Home Activity). Describe how you used a problem-solving approach to behaviour management and your responses to questions 7 through 10 (Handout 29). Be prepared to summarize your group's experiences in 20 minutes."

3. A spokesperson for each group reports back.
4. Summarize, relating to the impact on the child's social development.

B.	**INTENDED LEARNING:**	**Participants will be able to describe intervention strategies for dealing with children who present with specific problems:** **1. attention disorders** **2. shy/withdrawn** **3. aggressive.**
	Time: 60 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Participants have read suggestions for interventions to meet the needs of children who present with particular problem behaviors which interfere with positive social interactions (Handout 30). The interventions include suggestions regarding the quality of instruction, classroom environment, cognitive skills and behavior management. Modifications to meet individual needs are suggested.

They will now role play classroom situations to practice applying strategies to meet those needs in the classroom.

RESOURCES:

Handout 30 (Classroom Interventions)
Handout 31 (Role Play Scenarios)

INSTRUCTIONAL ACTIVITIES:

1. Arrange participants in small groups.

2. Instructions to participants:

   "Handout 31 describes three scenarios to role play. The purpose is to practice applying the strategies discussed in Handout 30 and throughout the sessions. Each small group will plan and carry out, role play, and evaluate the outcome." (Assign scenarios so that all are used.) (30 to 40 minutes)

3. A spokesperson for each group reports back to the large group.

4. Summarize key points.

C.	INTENDED LEARNING:	Participants will be able to complete the home activity.
	Time: 5 minutes	

RESOURCE: Handout 32

INSTRUCTIONAL ACTIVITIES:

1. Instruction to participants:

   "In Handout 32 (Home Activity) you will be repeating the attention activity done in Handout 9 (Home Activity)."

Handout 31

ROLE PLAY SCENARIOS

The Passive Child

Teacher Role: You are reading a story and asking questions of the group.

Child Role: When the teacher asks you a question you avert your eyes and hang your head and fold your arms.

Strategies for Getting This Child to Respond

1.

2.

3.

4.

Try each strategy and evaluate effectiveness.

How did it feel for the teacher?

Handout 31 (pg. 2)

How did it feel for the student?

How could you use this opportunity to teach socially appropriate behavior?

Handout 31 (pg. 3)

The Child With Attentional Difficulties

Teacher Role: You are teaching a group math lesson on addition.

Child Role: You are up and down out of your seat constantly. You start to engage other children in off topic conversation.

Strategies for Getting This Child to Attend

Try each strategy and evaluate its effectiveness.

How did it feel for the teacher?

1.

2.

3.

4.

Handout 31 (pg. 4)

How did it feel for the student?

How could you use this opportunity to teach socially appropriate behavior?

Handout 31 (pg. 5)

The Aggressive Child

Teacher Role: You have called the group together to watch a film on animals.

Child I Role: You want the same spot as another child. When you don't get, you hit and bite this child.

Child II Role: You cry very loudly.

Strategies for Stopping Aggressive Behavior

1.

2.

3.

Strategies for Stopping the Crying

1.

2.

3.

Handout 31 (pg. 6)

Try each strategy and evaluate its effectiveness.

How did it feel for the teacher?

How did it feel for the student?

How could you use this opportunity to teach socially appropriate behavior?

Handout 32

HOME ACTIVITY

1. Pick a child in your class whom you have identified as having poor social skills.

2. Each time you attend to this child, stop and consider whether you have paid attention to:

   a. a behavior you would like to see again (i.e., co-operating, listening, being polite), or

   b. a behavior that you would not like to see again (i.e., blurting out, getting out of seat, daydreaming).

   Remember, attention does not only have to be given verbally, it can be a smile, a nod, a written note, a thumbs up sign, etc.

3. If you paid attention to (a), then place a check mark in the column marked 'positive attention' on the attached reporting form. If you paid attention to (b), then place a check mark in the column marked 'negative attention'.

4. Do this exercise for one week, 10 minutes each day. Pick a time period when you usually observe evidence of this child's poor social skills.

POSITIVE ATTENTION

(I paid attention to something that I want this child to do again)

NEGATIVE ATTENTION

(I paid attention to something that I do not want this child to do again)

SESSION 10

SOCIAL SKILLS INSTRUCTION - EVALUATION

PURPOSE:

Session Ten will focus on evaluation from three perspectives. First, how will teachers judge if they have been effective in enhancing the social skill development of students? Second, changes in the participants as a result of participating in the training sessions will be evaluated. Third, participants will evaluate the sessions. The session is flexible to allow discussion of topics/issues/concerns not covered in the sessions.

TIME:

2 hours

Intended Learning	Activities	Resources
Participants will be able to: A. evaluate the effectiveness of their interventions in the area of social skills TIME: 40 minutes	Small group discussion Summary	Handout 17
B. describe changes in themselves as a result of participation in these training sessions TIME: 1 hour	Individual activities Discussion	Handout 8 Handout 32 Handout 6 Handout 33
C. evaluate the training session TIME: 15 minutes		Handout 34

A.	INTENDED LEARNING:	Participants will be able to evaluate the effectiveness of their interventions in the area of social skills.
	40 minutes	

BACKGROUND FOR THE INSTRUCTOR:

As described in Session Five, the third stage of assessment is the assessment of the effectiveness of teaching social skills. The teacher needs to have a base line for comparison with post-training performance. Most of the assessment techniques described in Handout 17 are appropriate for pre and post training evaluative measures. Informant and naturalistic observation are reported by Michelson et al (1983) to have the best potential for yielding accurate and informative pre-post data. These can be supplemented by self-report measures. The guidelines for selecting assessment techniques discussed in Session Five are important when one is planning to evaluate the effectiveness of attempts to enhance social skill development.

Stress the importance of evaluating effectiveness. How will teachers do so within the practical limitations of the classroom? The most practical and time efficient approach would likely be to focus on a few children about whom the teacher has concerns in the area of social skills. Pre-post evaluation of these children would be important to assess the effectiveness of classroom interventions.

The approach suggested in these sessions will be of benefit to all of the children in the classroom. Anecdotal notes and observations over the year would assist the teacher in evaluating the social growth of the children. For example, are the children becoming less reliant on the teacher and more likely to solve their own difficulties using a problem-solving approach? In addition, teachers may monitor the social goals that they have integrated with curriculum goals. Have they been mastered?

RESOURCE: Handout 17 (Assessment of Social Skills)

INSTRUCTIONAL ACTIVITIES:

1. Participants form small groups.
2. Instructions to participants:

   "Review earlier information about the assessment of social skills. How will you evaluate the effectiveness of your interventions in the area of social skills? How will you know that you have been effective? Decide on an approach to evaluation and be prepared to report back to the large group in 20 minutes."

3. A spokesperson for each group reports the approach.
4. Summarize key points based on Background Information, Handout 17 and the Discussion.

B.	INTENDED LEARNING:	Participants will be able to describe changes in themselves as a result of participation in these training sessions.
	Time 60 minutes	

BACKGROUND FOR THE INSTRUCTOR:

Have participants changed as a result of their participation in the training sessions? Have they learned new approaches? Has their teaching changed? Many changes are difficult to detect. The focus in this "mini-evaluation" will be on the teacher's approach to problems observed in the school context and the teacher's attention to children's behaviours. The attention exercise was completed after Session Two and again after Session Nine. Teachers will compare their responses and determine if their behaviour changed. Participants indicated their responses to problems in the classroom during Session Two. They will now describe their responses to the same scenarios and compare them for changes.

Some characteristics of teachers who exhibit accommodation to change are:

- self-assurance
- ability to adopt programs to the specific nature of the classroom.
- willingness to seize and use "teachable moments," and
- ability to establish trust and rapport with students.

RESOURCES: Handout 8 and 32 (Attention)
Handout 6 and 33 (Classroom Behaviours)

INSTRUCTIONAL ACTIVITIES:

1. Instructions to Participants:

   "Compare your responses to the attention activities completed after Sessions Two and Nine. Have you changed? Write down any changes observed and your reactions to the exercise. These comments are for your own use." (15 minutes)

2. Provide an opportunity for participants to volunteer their responses or comments to the attention activities. (5 minutes)

3. Instructions to Participants:

   "Handout 33 describes social difficulties observed in school contexts. Select the same scenarios that you responded to in Session Two. Write down your definition of the problem, how you would respond to it, and how you would plan for this child in the future. Work individually." (10 minutes)

4. Instructions to Participants:

   "Take out your responses from Session Two. Compare them to today's responses. Are there any changes? What would you do differently now?" (10 minutes)

5. Participants are arranged in pairs.

   Instructions to Participants:

   "Discuss your observations with a partner." (10 minutes)

6. Provide an opportunity for participants to volunteer comments from their discussions. (10 minutes)

C.	INTENDED LEARNING	General time for questions/discussion/ evaluation of the sessions.
	Time 15 minutes	

RESOURCE: Handout 34

The evaluation form in Handout 34 will be completed and returned to the instructor.

Handout 33

CLASSROOM BEHAVIORS

Select two of the following scenarios. Write a short paragraph explaining how you would handle two of these situations at the present time. Include what you believe the problem behaviour is, what your response would be and how you may attempt to plan for this child in the future.

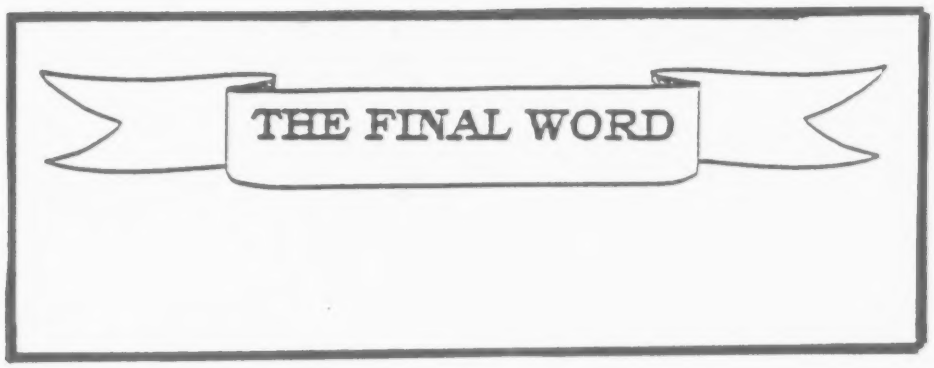
1. The group is preparing to enter the classroom. Most of the children are quietly finding their partner and lining up. One child begins to push and shove, complaining about having to wait.

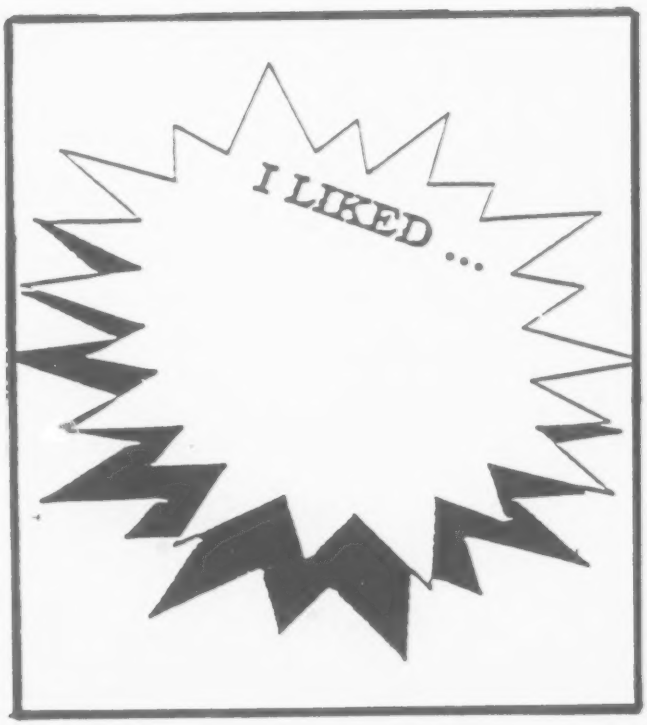
2. During circle time, two children begin to tease a third child. This child approaches you and attemps to sit on your lap.

3. During recess, you notice one child who is rather shy and withdrawn sitting against a wall and watching a group of children play.

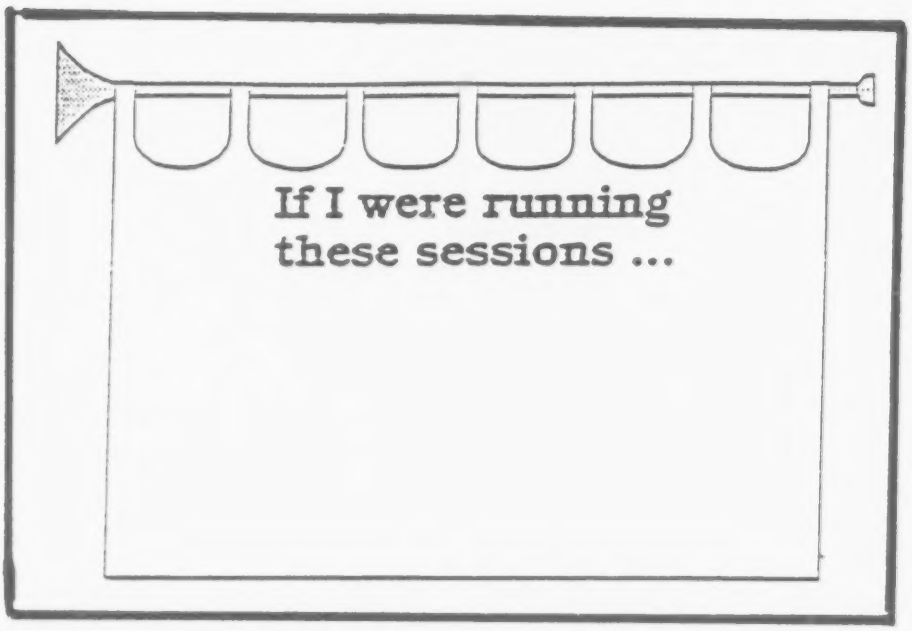
4. While you are teaching a lesson, one child consistently blurts out answers and talks to himself.

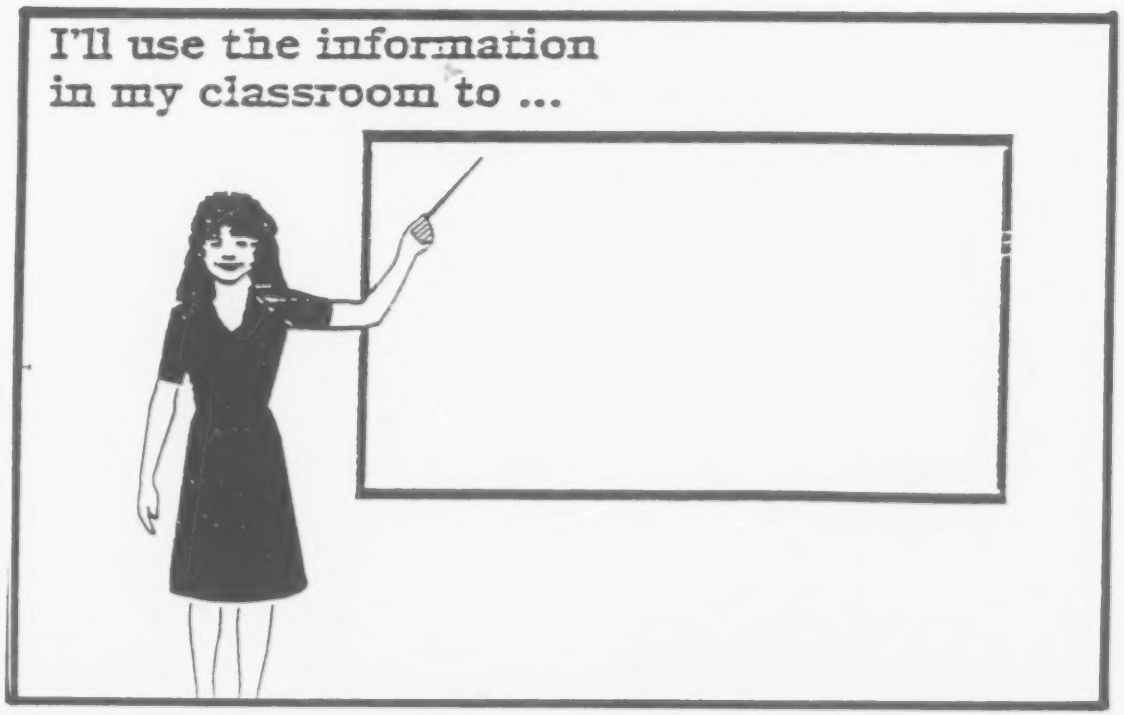
5. Two children are assigned to do an activity together. You notice that one child is controlling the situation by telling the other what he should and should not do.


THE FINAL WORD


I LIKED ...

and I ...


If I were running
these sessions ...


I'll use the information
in my classroom to ...

I DIDN'T LIKE ...

I feel I changed ...

A problem I had which was solved ...

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SELF-ESTEEM AND MOTIVATION IN THE CLASSROOM

The sample resources listed in this document are not comprehensive. The resources identified on the following pages were provided by the author of this monograph under contract to Alberta Education.

PLEASE NOTE: This listing does not in any way indicate the explicit or implicit approval or recommendation of Alberta Education nor has the department evaluated any of these resources.

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. The responsibility to evaluate these resources prior to selection rests with the local jurisdiction according to local policy.

Ames, R.E., & Ames, C. (1984). Research on Motivation in Education. Volume 1. Student Motivation. Academic Press.

This book provides an overview of motivation and theoretical perspectives on motivation. It examines the areas of both internal and external factors affecting motivation in an academic setting.

Campbell, J.H. (1977). It's Me: Building Self Concepts Trhough Art. New York: Teaching Resources Corporation.

Over 150 lesson plans are presented in this book. Activity types are: Puppets and Dolls, Paper Crafts, 3-D Pictures, 3-D Crafts, and Seasonal Activities. Each lesson plan has been anlayzed according to sensory-motor, visual perceptual, cognitive, and language groups. Thus, this book could be particularly valuable to a special education teacher in deciding which art activities will tap other identified learning needs as well as enhancing self-concept development. Activities are clearly and concisely presented.

Canfield, J., & Wells, H.C. (1976). 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, N.J.: Prentice-Hall.

This is a practical guide of specific activities. Most of the exercises can be used alone or as part of an on-going program to build self-concept. Activities are presented in seven general areas:

1. Getting Started - 36 activities designed to build a positive environment. 20 Quickies are also provided.

2. My Strengths.

3. Who Am I?

4. Accepting My Body - these activities could be used to extend those suggested in the new Alberta Education Health Curriculum Guide. Generally, most activities outlined in this book could be helpful in this regard.

5. Where Am I Going?

6. The Language of Self.

7. Relationships With Others.

Carothers, J.E., & Gaston, R.S. (1981). Helping Children to Like Themselves: Activities for Building Self-Esteem. Livermore, California: R.J. Associates.

This is a practical guide with activies that could be part of any youth program. Few suggested activities exceed twenty minutes so they can be used in conjunction with any subject area.

Dinkmeyer, D., & Dreikurs, R. (1963). Encouraging Children to Learn. New York: Hawthorne Books Inc.

Published more than 20 years ago, the premise of this book is currently accepted by most special education teachers: Encouragement is one of the more important aspects of any corrective effort. In typical Dreikurs style, this book provides numerous examples of real life situations with specific suggestions for resolution of problems. These suggestions are positvely oriented toward success and enhancement of self-esteem.

APPENDIX

COGNITIVE-MEDIATIONAL BEHAVIOR MANAGEMENT*

BY

H. CARL HAYWOOD AND DAVID L. WEATHERFORD

* Reprinted with permission of Charlesbridge Publishing Co., Watertown, MA. Haywood, H.C. and Weatherford, D.L. (in press) in H.C. Haywood, P. Brooks and S. Burns, Cognitive Curriculum for Young Children, Charlesbridge.

COGNITIVE/MEDIATIONAL BEHAVIOR MANAGEMENT

The principles of behavior management in a cognitive/mediational mode are essentially the same principles that govern mediational teaching in general. These are:

(a) Greater relative emphasis on the processes of thinking and learning than on answers, responses, or products;

(b) A problem solving approach;

(c) Teaching and learning of strategies of systematic, generalizable thought and problem solving (as opposed to random or trial-and-error approaches;

(d) The assumption that the children are capable of learning (to behave in acceptable ways):

(e) Facilitation by mediation as the teacher's primary role;

(f) Sharing of both the problem and the quest for solutions.

These principles of good mediational teaching demand some types of responses to problem behavior and exclude some others. In the latter category are all approaches that emphasize the child's troublesome behavior, i.e., that focus attention on what the child is doing wrong. Successful behavior management, over the long term, must emphasize desirable behavior, not undesirable behavior. In a cognitive mode, the most desirable behavior is generating and applying appropriate strategies to the solution of problems. Thus, good mediational teachers treat disruptive behavior as just another problem to be solved, they share the problem and the quest for a solution with the group (and most especially with the child whose behavior constitutes the problem), they assume that it is merely a question of finding the appropriate strategy, and they apply the usual cognitive principles in order to do that.

Defining the Problem

What constitutes disruptive or unacceptable behavior in a cognitive classroom is a subjective determination. Often the problem lies exactly in the definition, i.e., many instances of "inappropriate" behavior are problems only because the teacher defines them as problems. It is helpful to remember the long-term purposes and goals of the classroom: the development of more adequate and effective cognitive processes in the children, the enhancement of intrinsic motivation, preparation of the children for effective academic learning, identification and remediation of deficient cognitive processes. What is or is not appropriate behavior for the children is most usefully defined in terms of these goals: behavior that advances them is appropriate; behavior that impedes progress in their direction is inappropriate.

Rules and Behavior Management

There is a lot of talk about rules in a cognitive classroom. Children learn first to follow rules and the rationale for those rules, then they learn to make rules and to distinguish situations in which they do and do not apply. Most of the rules with which we are concerned in a cognitive classroom

have to do with effective modes of thought rather than with social behavior. Nevertheless, it is easy for this emphasis on rules to become overgeneralized to such an extent that there is an inappropriately high level of concern in the classroom with the children's orderly behavior, to the detriment of the emphasis on the acquisition of cognitive functions for their own sake. Ultimately the goal is to think better. To the extent that is accomplished, people may be expected to act better. On the other hand, if acting "better" becomes the primary goal, it is by no means assured that thinking better will follow! In determining how to strike the required balance between classroom anarchy (and chaos!) at one end and stultifying regimentation for its own sake at the other, teachers can apply the following principles for rule making:

1. Make the basic classroom operating rules in concert with the children. It is harder to violate rules that one helped to make!

2. Have as few negatives ("don't") rules as possible.

3. Ask yourself whether a potential rule is for the purpose of enhancing the children's learning or merely for the convenience of the teacher or for the purpose of satisfying the teacher's need for greater structure.

4. Always discuss the rules with the children and give them plenty of opportunity to understand their rationale. In a cognitive classroom a rule is no good unless it has an accompanying rationale that the children can understand.

The following are problem situations that might occur in a preschool classroom. Each is described and discussed in terms of the cognitive-mediational approach to behavior management.

--Problem as viewed by a particular teacher

A teacher may believe that order (i.e., quiet and neat, not messy projects) is a top priority for a classroom learning environment. When a child is squirmy, asking questions, or making personal comments related to the teacher-planned activities, the teacher may view this as disruptive. When the need for order is so strong that such behavior is viewed as disruptive or inappropriate, the teacher often creates behavior problems. This may occur because the child has been denied an opportunity to vent energy that he or she feels the need to express. Stifling of this natural inclination of the child's may in fact be conducive to behavior that is far more disruptive. Also, the child may come to view such positive behaviors as asking questions and associating his or her ideas to others as being bad.

Good mediators have tolerance for children's natural behavior. Above all, mediational teachers take questions and comments and try to tie them to the activity at hand. They attempt to lead children to see the source of those questions and use them to generalize or transcend the principle involved in given situations to other possible contexts. If one of the major goals of cognitive education is to help children become active learners, then it is very important to establish the classroom as a place where thinking and curiosity are clearly valued.

Consider the following classroom situations which illustrates how a particular teacher's definition of what constitutes problem behavior can lead to teacher-child interaction that actually interferes with the achievement of classroom learning goals.

Situation: During a classroom activity designed to help children develop the concept of conservation, children are very messy. The children are working at a table, pouring liquids from one container to another, or molding clay into various shapes to be compared. The teacher is overly concerned that children not make a mess on the table or themselves as they work on this task. She focuses attention on spilled liquids and children getting clay on their clothes. In doing them, the teacher is actually distracting children's attention from the important goals of the cognitive activity (i.e., understanding the concept of conservation), and perhaps thwarting their opportunity to enjoy the fun of a pleasant learning experience.

--Problems that interferes with ongoing classroom activity and constitutes in itself behavior that is generally disapproved

Examples of this kind of behavior would include kicking, hitting, or in some other way hurting another person; moving around or making noises that make it impossible to carry on an ongoing classroom activity; pestering, annoying, or aggravating another person in some fashion. Teachers must find a way to get children to cease these behaviors. Mediating teachers will accomplish this primarily by helping children understand why the problem behavior is inappropriate not only in this situation but generally in any context. Consider the following classroom situation and how a mediational teacher might respond to the problem behavior.

Situation: During a large-group activity, a child throws a pencil in the direction of another child. Employing the cognitive-mediational mode for dealing with this behavior, the teacher should:

1. interpret to the child why the behavior is a problem - Playing during a learning period is not good because it will keep the child from paying attention to the activity at hand. It will also distract the attention of the other children who are trying to learn. In particular, throwing a sharp object could be dangerous. The teacher could ask the child to suggest reasons that this act could be dangerous to the child.

2. encourage the child to do some perspective-taking - The teacher might suggest that the child think how he would feel if struck in the face or eye by a sharp object thrown by another child. Also, how would he feel if he was trying to listen to the teacher or someone else speaking, and he was distracted by an object thrown across the room by another child.

3. ask the child what he should be doing during this learning period - The teacher should attempt to elicit from the child the response that he should be paying attention to the ongoing class activity.

4. discuss with the child (and the other children in the group) possible rules about throwing things. For example, it is okay to throw things in the context of a game, (e.g., baseball, horseshoes), to throw things in open areas away from other people (e.g., rocks into a pond, snowballs at a wall), or to throw things in certain situations (e.g. paperboy throws a paper onto the porch, lifeguard throws a life preserver to a swimmer). There are also rules intended for safety. For example,

don't throw breakable things (e.g., glasses), don't throw things toward people if they are not looking (e.g., don't throw a ball to someone looking the other way), and don't ever throw sharp objects toward people (e.g., a pencil, scissors). This kind of discussion can lead to the following generalizable rule: certain activities are okay depending on what materials are involved (football vs. sharp rock), where you are (classroom vs. playground), and who you are with (another child wearing a baseball mitt vs. crowd of people doing different things).

--Problem behavior that is incompatible with ongoing classroom activities, but not in itself inappropriate (i.e., a situation-specific problem behavior)

Examples of such behavior might include clapping hands, singing, looking at books, whistling, playing with a toy. Children often do not see that these things are getting in the way of their attention to a task. A mediating teacher will ask questions that will bring the child to understand how these intrinsically good activities may not be the right thing for right now. There will perhaps be another time or place when this particular activity can be done and enjoyed by the child and by others as well.

Often these kinds of behavior are perceived as "bad" because the teacher is trying to make it possible for the group to continue the ongoing classroom activity and he or she simply commands the disruptive child to "Stop that". In this situation, it is important that the mediator put such a request in proper context for the child. This will enable the child to build a scheme for what is appropriate when a group is trying to learn together. Consider the following classroom incident and how a mediating teacher might respond.

Situation: A child begins singing aloud during nap time. Employing the cognitive-mediational approach in this problem situation, the teacher should:

1. specify exactly what aspect of her behavior is inappropriate -- The teacher points out that lying on the cot is good, but singing out loud is not.

2. interpret to the child why the behavior constitutes a problem in this context -- The teacher may note that singing is a nice, pleasant activity that can make one feel good and often is enjoyed by others who hear the singing. The teacher explains further that there may be some times, however, when singing may not be enjoyed by others. She encourages the child to think about why nap time is probably not a time when others would want her (the child) to be singing out loud.

3. encourage the child to do some perspective-taking -- The teacher suggests that the child think how she would feel if she was trying to sleep and someone else nearby was singing.

4. attempt to elicit some behavioral alternatives from the child -- The teacher recognizes that the child is not being malicious and purposely disturbing others, but perhaps is not tired or sleepy, and consequently is bored at nap time. The teacher may help the child think of quiet activities to occupy herself (e.g., making up new songs "in her head"). The teacher can point out to the child that a quiet activity like making up silly songs gives the child something to do without disturbing others.

5. suggest that the child think of other situations where singing aloud might be disturbing or distracting to others nearby and also think of situations where singing might be okay. -- This exercise will further assist the child in understanding that the appropriateness (or inappropriateness) of this behavior depends on the context in which it occurs.

6. try to convey to the child a generalizable rule that can be derived from this situation -- The child may be helped to see that whether an activity is a good one or a nice one depends on where the child is, who else is around, and what others nearby are doing.

Incompatibility of Cognitive and Operant Methods

Present commonly used methods of behavior management based upon the principles of operant conditioning (response-contingent reinforcement) are antithetical to the mediational teaching of cognitive processes, and should not be used in a cognitive classroom. There are two major reasons for this incompatibility.

First, by definition the emphasis in operant procedures is on the response, while in mediational teaching the emphasis is on the process. In an operant mode when a child gets the right answer, engagement with the problem usually stops and teacher and child move on to the next problem or activity -- to be sure, after a reward is given for getting the right answer. In a mediational mode, a right (or wrong) answer will often serve to intensify cognitive activity: the teacher will demand justification of the answer, will ask why another would not be better, may ask what is wrong with an unchosen response ("What would be wrong with saying XX?"), and may often pursue a metacognitive goal, that of getting the child to be aware of and to describe the cognitive functions used in producing the answer. While it is certain that some operant theorists and teachers have goals similar to these cognitive ones, their methods are not admirable suited to pursuing these goals. Our attitude is that contingent-reinforcement methods not only are inefficient at advancing cognitive goals, they actually impede progress toward such cognitive goals.

Second, "paying off" desired behavior with task-extrinsic rewards, such as tokens, money, candy, symbols (stars on the shirt) for "good" behavior, or "time-out" deprivation of privileges, or social isolation for "bad" behavior, actually interferes with the acquisition and development of task-intrinsic motivation. In a cognitive classroom one of the goals is to get the children to find their reward within the tasks, i.e., to do learning and problem solving for the sheer joy of doing it rather than for an extrinsic reward (or punishment). Social psychologists have show repeatedly over the last 15 years that task-extrinsic rewards given for appropriate behavior reduce intrinsic motivation. Further, a long-term goal of a cognitive classroom is to make the children independent of further mediation, and that is difficult to do when one sets up a response-contingent reinforcement system. The one huge problem that has not been solved in the behavioristic system is that of generalization, i.e., how to get the behavior that has been brought under external stimulus control to continue after the reinforcement has been discontinued, and how to get it to generalize to similar but new situations. While one expects some development of intrinsic motivation, i.e., some joy in just having acquired a new ability, such intrinsic motivation will develop more readily in the absence of extrinsic reinforcement.

Some Positive Approaches

In a cognitive/mediational classroom, task-intrinsic incentives are used to promote desired processes. The reward for using the correct (effective) process may be the opportunity to work on a somewhat more complex and challenging problem: do a puzzle, work out a solution to a problem, teach another child how to do something.

Undesired behavior may be handled in a variety of ways. The best way is to prevent its occurrence. While that is far more easily said than done, there are many kinds of things that teachers can do to leave little opportunity for undesired behavior, some of which derive from cognitive principles and others of which are simply good teaching and good sense.

Ideas for such preventive measures can be drawn from the Guidelines for Interactions in the Classroom (see attachment at end of paper). Such things as yoga, music, or humor can serve as means for establishing conditions that may reduce the likelihood of problem behaviors occurring in the classroom. There are a number of yoga books for use with children. One that has been used in at least one cognitive education class is Be a Frog, A Bird, A Tree by Rachel Carr. The positions require self-regulation, a little discipline and, if done in the right spirit, can have a calming effect on children. When combined with simple breathing exercises and "quiet times", yoga has promise as an effective preventive technique. Separately, or along with this, quieting music may be used. Turning off fluorescent lights for short periods (if your classroom has them) may be helpful.* The use of humor as a means of releasing tension is mentioned in the Guidelines. It can be very helpful to help children see that there can be a humorous side to many events that appear to be catastrophic from a preschooler's point of view. The use of humor to prevent a potential problem situation is well illustrated by an incident that actually occurred in a preschool cognitive education classroom. The following exchange took place between a teacher and a child who seemed on the verge of becoming disagreeable and uncooperative. She was putting her head down and falling into a slump.

Teacher:	"Where's your head?"
Child:	"I put it in the wastebasket."
Teacher:	"Oh! Let's go find it - quick!"
	(Teacher and child go to wastebasket)
Child:	"There it is!" (laughter)

The teacher involved in this incident noted that she and the child then proceeded to do an elephant dance and everything was fine. She reported that this particular interaction and the child's imaginative response encouraged her to think about the use of imagination and humor in dealing with young children in a variety of situations.

"Nipping it in the bud" is the next best thing to prevention. The learning theorist Edwin Guthrie held that the best way to unlearn undesirable behavior is to attach the cues that elicited that behavior to another response that is incompatible with the undesired one. This strategy is a familiar one to most teachers. In its most obvious form it is simply suggesting an alternative activity, preferably one that cannot possibly be performed at the same time as the undesired behavior. If potentially disruptive behavior can be intercepted at an early stage and an alternative response substituted for it, the undesired behavior may never develop to the point of disrupting the class or disturbing the learning of the other children.

NOTE: Some parents may not approve of controlling thoughts and feelings through relaxation exercises. Teachers are advised to seek parental approval prior to using them.

When, in spite of one's best efforts to prevent undesired behavior or nip it in the bud, children do behave in such ways as to disrupt the learning process, there are essentially cognitive ways to deal with it.

First, problem behavior should be seen as a problem -- just as a puzzle, a "fun sheet," or a large-group activity may often be seen as a problem, i.e., as something for which one simply has to find the right strategy in order to solve it. Further, most forms of behavior constitute problems only in specific situations. For example, talking is not a generic problem. It is a problem only under certain conditions, such as when someone else is talking or when silence is important for a reason. Thus, it is important to explain the situational context of the problem, i.e., why it constitutes a problem within the specific context.

Second, give the "offending" child a central role in solving the problem. One might say to such a child, for example, that his behavior (clearly and precisely defined: exactly what aspects of his behavior) is a problem because it is keeping others from learning or from doing their activities. Invite the child to offer some solutions, preferably more than one from which he and the group can then choose the best.

Third, recognize that the child's behavior is neither random nor malicious but is motivated by some need, wish, or impulse on the part of the child that might be worth considering. That is to say, recognize the potential legitimacy of the impulses or needs that motivated that unacceptable behavior, but then introduce the idea that there must surely be more acceptable ways (and perhaps times) for meeting those needs or even satisfying those impulses. In other words, behavior is seldom just plain bad but is more often ill-timed or set in the wrong place or directed inappropriately (e.g., at another child rather than at a play object). The problem, then, is how to satisfy the child's need without violating the right of the others, and indeed of the child himself, to learn and take part in the planned classroom activities. "How else could we do that?" should be a frequent topic for discussion.

Fourth, use problem-behavior situations as opportunities for generalization of cognitive principles and strategies. The disruptive child can be invited to "change his perspective," i.e., to view the situation from the point of view of another child or of the teacher. Inviting children to watch a few minutes of the class from the observation room, if there is one, is sometimes a good strategy for this, if it is followed by asking them to describe to the class how things looked from that perspective. NOTE: Be careful that this device does not become "time-out" or social isolation in the operant sense! It must not be used for punishment.

Fifth, approach the solution of problem-behavior situations whenever possible on a group basis; i.e., make the class part of the solution-finding process. NOTE: Be careful with this one not to make a scapegoat of the misbehaving child, or to use social pressure as punishment. One way to accomplish this is to take the attitude that "Johnny is certainly capable of finding the solution to this problem. Let's see how he does it and how we can help."

Finally, make all classroom interactions mediated interactions. In order to do that, even when dealing with unacceptable behavior, the interaction must satisfy Feuerstein's six criteria or mediated learning experiences: intentionality, transcendence, communication of meaning and purpose, mediation of feeling of competence, regulation of behavior, and sharing. The following examples of classroom situations illustrate both preventive and problem-solving strategies as applied with the cognitive-mediational approach to behavior management.

Problem behavior: children running in the hallway.

As a preventive measure, the teacher might lead the children in a classroom discussion about the "Walk-in-the-Hall" rule and why it is needed (so that one does not trip and get hurt, or to avoid running into others and hurting them). This might include having the children generate strategies for helping themselves to remember not to run in the hallway (e.g., putting a picture on the hallway wall that depicts an accident that occurred because someone was running in the hallway), as well as strategies for helping them resist the impulse to run in the hall (e.g., walk in pairs holding hands as they walk out to the playground or the cafeteria). The teacher can also lead a classroom exercise within the Self-Regulation part of the cognitive curriculum in which a variation of the Fast and Slow Game is played to illustrate the difference between how we move in the hallway (i.e., walk slowly) versus how we move when playing tag on the playground (i.e., running). The Fast and Slow Game, of course, helps children learn to regulate their bodies in accordance with cues in the external environment and is an excellent activity for dealing with the problem of inappropriate running from a preventive standpoint.

When a child does run in the hallway in spite of such preventive measures, teachers should use the cognitive-mediational approach for responding to the problem in the same way described in examples cited previously in this paper. Hence, the teacher will help the child see exactly what the problem is and why it is a problem in this particular context even though it may be fine in another setting. The teacher should encourage the child to think of possible unfortunate consequences of running in the hallway (e.g., running into another child) and how the child would feel if another child ran into him/her. The teacher could use this interaction with the child to jointly generate ideas for remembering not to run in the hallway and ways to make walking in the hall an enjoyable activity in itself (e.g., looking at pictures on the wall or counting how many steps it takes to get from one room in the school to another). The child should be helped to draw from this interaction with the teacher and generalizable rule that running, like many other activities, is safe and fun in some places, but may not be a good thing to do in other places because the child may get hurt or hurt someone else.

Problem behavior: while many children in the classroom are involved in learning tasks, one child turns on the record player and the record is distracting to others.

The teacher should lead the children in defining the problem at hand. That is, Johnny wants to listen to a record. This is a good activity and would be nice if he could do it. However, the record will be distracting for the other children who are working. The teacher could ask the children to think about possible solutions to this problem and help them in generating ideas (i.e., Johnny could use the headphones, Johnny could turn the volume down very low so that only he can hear the record; Johnny could ask to move the record player to an isolated area). The teacher can then ask the group to think about all the possible solutions that have been suggested and discuss what is good about each one and what is bad about each one (e.g., even at low volume, the record may still be distracting to others). The teacher could then ask the group to decide which solutions seems to be the best one and why.

This group discussion should help children understand exactly why this matter is a problem in this particular context and that listening to the record would be fine in other situations (e.g., during recess). Children can suggest places and situations where this would be okay and those where it would not (e.g., during nap time). The teacher should also help the children to see a generalizable rule that can be drawn from this situation. That is, if you want to do something different from others

around you, stop and think if it will bother them. If the answer is yes, try to think of ways that it can be done without disturbing them. If there are none, ask yourself how you would feel if someone else did this and it disturbed the activity you were involved in at the time.

Some Dos and Don'ts

DO	but	DON'T
1. Have a good cognitive reason for all rules.		Make too many rules
2. Discuss rules with the children.		Make rules just for the teacher's convenience.
3. Emphasize process.		Emphasize responses.
4. Use problem behavior as exercise in problem solving.		Use contingent reinforcement.
5. Involve the problem child in the quest for a solution.		"Scapegoat" a child.
6. Assume that the problem is in the strategy, not in the child.		Assume that the child is bad or incompetent.

Some Guidelines for Interactions in the Classroom

1. Planned Ignoring -- This requires the teacher to "size up" behavior and judge whether or not the behavior will be stopped on its own if ignored.

2. Signal Interference -- Some examples are: a look, waving the hand, saying "uh uh", before the excitement level reaches too high a pitch and when the relationship between the child involved and the teacher can handle this kind of communication.

3. Proximity and Touch Control -- Simply being near a child, present in a game, may be enough to calm a child. The factor of proximity should also be considered when reprimand is necessary.

4. Involvement in Interest Relationship -- This might be helpful as a child's interest begins to decrease in a problem or "acting out" behavior appears to be about to surface. The teacher asks questions about the project in which the child is involved or otherwise shows interest.

5. "Hypodermic" Affection -- Sometimes all that is needed is a sudden additional quality of affection.

6. Releasing Tension through Humor -- Rather than scolding at times, humor could be used as a diversion. Timing and sensitivity are needed.

7. Hurdle Help -- With careful timing, the teacher could offer help to a child ready to give up before he/she actually does, and be rescued from an otherwise disturbing incident.
   * This can also be used at the group level.

8. Interpretation as Interference -- The teacher can help the child to understand the meaning of a situation which has been misinterpreted or helped the child understand his or her own motivation.

9. Regrouping -- In a particular constellation a child or children may not work well. The removal of even one to another group may make a marked difference in the dynamic of the group. It could even be as simple as a different distribution around the table.

10. Restructuring -- Abandoning an activity or structure when it becomes inappropriate.

11. Limitation of Tools and Space -- To prevent mis-use or accidents: toys or supplies can be put away and used only in certain places or in certain amounts.

12. Direct Appeal -- This is simply a friendly appeal for consideration. "I'm really tired and that noise is bothering me". "Please stop that now, we can't go on with our story until it's quiet." "You are holding us up." "You can't do that." "That is dangerous, this and that might happen".

Adapted from: Redl Fritz and David Wineman Controls from Within. Glencoe, IL., Free Press, 1952.